DOCUMENT RESUME

ED 105 258 CE 003 565

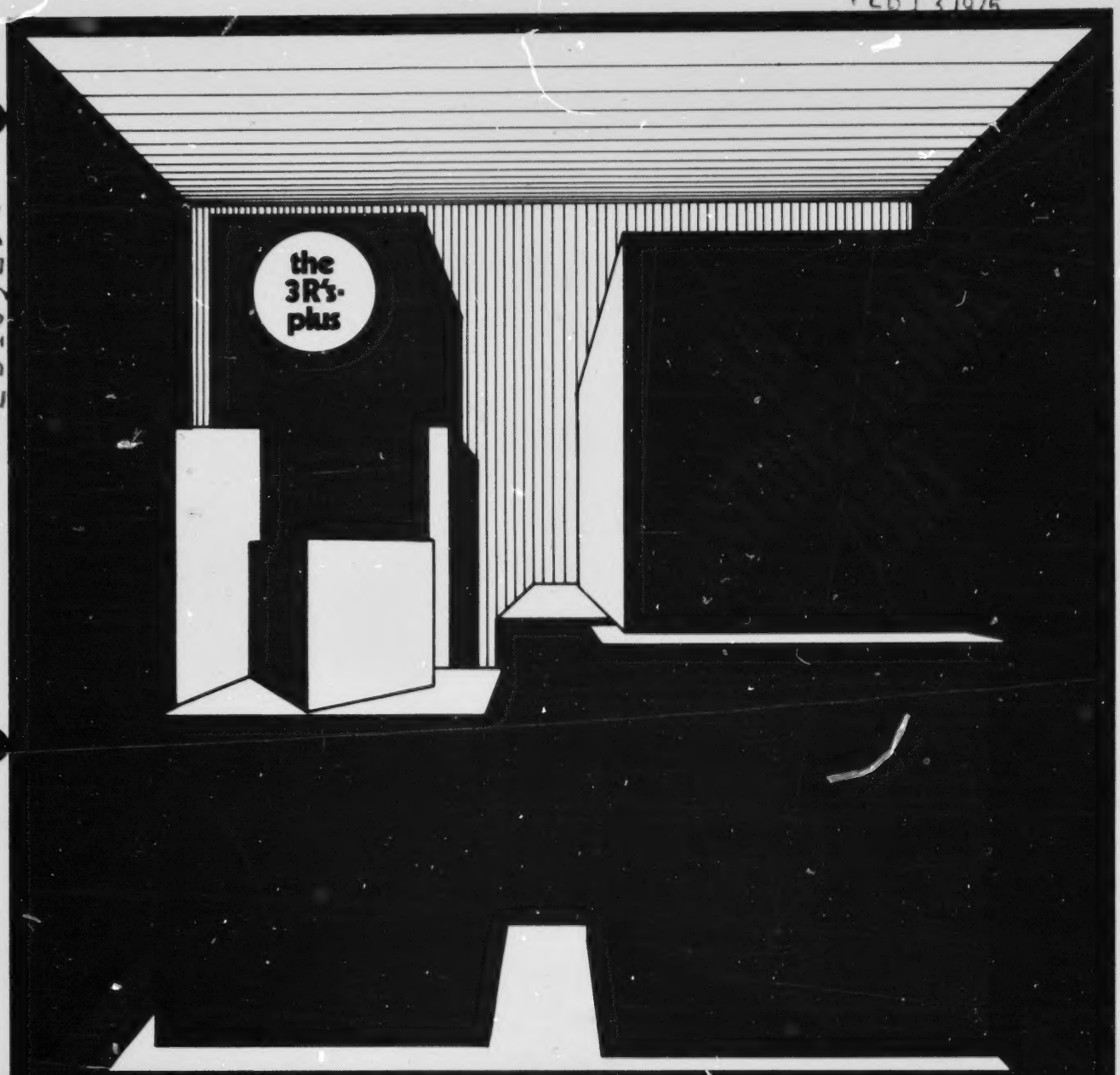
AUTHOR	Cooper, Beverly A.
TITLE	What Do Workers Do?: Second Grade.
INSTITUTION	Arizona State Dept. of Education, Phoenix.
PUB DATE	75
NOTE	155p.; For related documents, see CE 003 563-571; Original pagination incorrect, but document appears complete
EDRS PRICE	MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS	Activity Units; *Career Awareness; *Career Education; *Curriculum Guides; Educational Strategies; Elementary Education; Grade 2; Group Instruction; Individualized Instruction; Instructional Materials; Interaction; *Intergroup Relations; Interpersonal Competence; Lesson Plans; Primary Education; Relevance (Education); Resource Materials; Social Studies; Teaching Procedures; *Unit Plan

ABSTRACT

The second grade instructional unit, part of a grade school level career education series, is designed to assist learners in relating present experiences to past and future ones. Before the main body of the lessons is described field test results are reported and key items are presented: the concepts, the estimated instructional time, the vocabulary introduced, the resources required, and the instructor preparation tasks. Instructional procedures are presented in three sections--an introduction, learners' tasks, and a summary. Some supplemental activities are presented, strategy and resource profiles provided, assessment procedures outlined, and instructional strategies suggested. The unit's primary intent is to help the learner to understand that tasks performed in the home, at work, and in school are related to the interest, aptitude, and training of the individual performing these tasks. Emphasizing worker interdependency, the activities supporting the performance objectives incorporate multimedia resources, discussions, role playing, simulation, and games. The interdependency factor is examined as it relates to school workers, family members, between different occupations, in the community, and in interpersonal relationships. The 10-hour unit relates to the social studies area primarily, but also provides language, math, and art experiences for both group and individual instruction. (MW)

FEB 13 1975

ED105258



WHAT DO WORKERS DO?

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE000 305

ED105258

WHAT DO WORKERS DO?

SECOND GRADE

Principal Writer: Beverley A. Cooper
Mesa Public Schools

REVISED
1975

Studies over the past five years within Arizona show parents as the most influential sources of the student's occupational and educational choices. Because of parent influence and the community interest in career education, it is strongly recommended that the content of this unit be reviewed with parent advisory groups.

CAREER EDUCATION RATIONALE

"Reinforcing the three R's - relevance through Career Education" is the refrain echoing across the country today.

Career Education combines the academic world with the world of work. It must be available at all levels of education from kindergarten through the university. A complete program of Career Education includes awareness of the world of work, broad exploration of occupations, in-depth exploration of selected clusters, and career preparation for all learners. This calls for all basic education subjects to incorporate Career Education as an activity. Education and Career Education are synonymous terms.

GOALS OF CAREER EDUCATION

LEARNING TO LIVE - means promoting the learners' awareness of their capabilities and developing their ability to deal with leisure time and society in general.

LEARNING TO LEARN - involves motivating the learners so that they want to learn the basic educational subjects. This can be done by making the subjects meaningful and by relating them to the real world of work.

LEARN TO MAKE A LIVING - means preparing learners so that they have the capability to support themselves economically and to become productive members of the community.

This instructional unit, which relates to the Career Education outcomes, has been field tested in the State of Arizona. A report of the field test results is available upon request.

This unit is a suggested procedure. Feel free to adapt it to meet the needs of your particular students and situation. The following are suggestions made by the field test teachers.

Lesson 1:

The eleven-minute color film, "Appreciating Our Parents," could be used with this lesson.

Lesson 2:

It was suggested that the tasks performed at home might be eliminated. If this is done, make sure to change everything throughout the lesson.

Lesson 5:

It would help the unit to add workers with beef, wheat, and dairy products. This would provide workers from all the main geographic areas in the continental United States.

Lesson 6:

1) You may choose to do the task on page 81 as a total group, rather than using small groups.

2) Supplementary activities for this unit might well include commercially produced games, which can be used to show interdependence. For instance, dominoes could be lined up at consistent intervals, graphically showing what happens when one falls over. The same thing can be seen by building a "house" of playing cards. Activities such as these are good for reinforcing the interdependency concept.

Lesson 9:

Instead of a single worker, such as the custodian, being asked to speak, why not have a panel discussion with some other teachers, the principal, and the custodian, discussing how they help one another. You could act as moderator and lead the discussion in the right direction. (See Appendix, page 161 for a review on panel discussion techniques.) If the lesson is too long, divide it at the star (*).

Lesson 10:

Use all resources available to prepare the learners for the math worksheet (p. 135). The crux of the lesson depends upon the learner's being able to answer correctly all ten of the math problems. If your group is not familiar at this level, develop a more appropriate worksheet.

Lesson 11:

Quickly make a simple yarn picture, such as a beach ball, and use this to give learners who have never seen a yarn picture, some idea of what is about to take place.

CONTENTS

UNIT DESIGN 1

Overall Purpose. 1
Goals. 1
Performance Objectives 1
Lessons. 1
Resources. 2
Assessment Procedures. 2
Instructional Strategy Guides. 3

UNIT OVERVIEW 5

Purpose of This Unit 5
Intended Use of This Unit. 5
Preparing to Teach This Unit 6
Unit Content/Strategy Profile. 7
Unit Resource Profile. 8

INSTRUCTIONAL SEQUENCE

Lesson 1 What Do Workers Do? 15
Lesson 2 Occupation and Home Tasks. 35
Lesson 3 School Workers Depend Upon One Another. 43
Lesson 4 Occupations Made Necessary By Community Products 51
Lesson 5 Relationship Between Geographic Area and Occupations 61

Lesson 6 We Depend Upon Community Workers. 79
Lesson 7 We Need Responsible Workers. 87
Lesson 8 We All Have Needs. 103
Lesson 9 School Workers Meet Our Needs. . . .115=
Lesson 10 Feeling Successful 127
Lesson 11 Are You Prepared?. 139

APPENDIX - Instructional Strategy Guides

Demonstration Strategy 153
Discussion Strategy. 156
Questioning Strategy 167
Guest Speaker Strategy 171
Role-Playing Strategy. 174
Special Recipes for the Classroom. 181

BIBLIOGRAPHY. 187

Overall Purpose

This instructional unit will become an integral part of a total K-12 career education curriculum. This unit has been developed to afford the instructor maximum flexibility in its utilization. When planning for the use of this unit, it will be helpful for the instructor to give attention to the following characteristics.

Goals

The unit goals of this career education unit are stated expectations toward which the instruction/learning effort is directed. It is intended that these unit goals be implicit in the total curriculum and also consistent with the accepted maturation patterns of learners.

Performance Objectives

The performance objectives are derived from the unit goals and are intended to specify the expected behavior of the learners.

Lessons

The lessons will help the instructor meet the performance objectives and are designed to assist learners in understanding how present experiences relate to past and future ones. The lessons are broken down into several parts. Before the main body of the lessons are described,

key items are presented: the concepts, the estimated time for delivering the lessons, the vocabulary introduced, the resources required, and the instructor preparation tasks.

The instructor procedures are presented in three sections:

> INTRODUCTION. This section provides continuity within the unit and makes the learners aware of what they are to accomplish, how they will accomplish it, and why they are studying the particular concepts of the lesson.
>
> TASKS. This section provides a detailed description of the content and activities used to deliver the specified outcomes. An attempt has been made to ensure that the activities are learner-oriented, free from irrelevancies, interesting, presented in small, sequential steps, and complete. Each lesson includes tasks which allow the learners to practice the desired outcome. Sample questions and responses are provided along with suggestions to the instructor for accomplishing the task.
>
> SUMMARY. This section provides closure on the lesson and, if possible, a culminating activity for the learners. It also provides transition from one lesson to another.

On occasion, supplemental activities are presented to assist in obtaining the desired learner outcomes.

Resources

Instructional resources (materials, equipment, and/or persons) are suggested in the lesson. These resources have been designed and developed so that an instructor may deliver the lessons with minimal preparation time. Worksheets are prepared so that an instructor need only take the page in the unit and use it with an opaque projector or prepare a transparency or ditto master. A *Unit Resource Profile* has been prepared and is provided in the early part of the unit. Materials used in a lesson are located at the end of that lesson.

Assessment Procedures

The purpose of the assessment procedures is to determine

the learners' level of achievement of the performance objectives. The descriptions, directions, and keys to all items are presented along with the lesson description. Assessment items are placed directly after the lessons, but before any worksheets. This will allow the instructor to administer the assessment item(s) after each lesson.

Most of the items may be used to preassess learners before they begin the unit if the instructor desires.

Instructional Strategy Guides

The unit contains several types of instructional strategies: role playing, discussion, question and answer, demonstration, and guest speaker. Instructor guides for these strategies are presented in the appendix, with specific references given in the lessons. A *Unit Content Strategy Profile*, which is also a quick reference to the strategies used in each lesson, is provided in the front part of this unit.

UNIT OVERVIEW

Purpose Of This Unit

The primary intent of this unit is to help the learner to understand that tasks performed in the home setting, the occupational setting, and the school setting are related to the interest, aptitude and training of the individuals performing these tasks. Emphasis is placed on worker interdependency.

Seventeen major goals and eleven performance objectives are addressed in this unit. The activities for the performance objectives incorporate various kinds of multi-media including arts and crafts, discussions, role playing, simulation, and games.

The major goals deal with such topics as identifying tasks performed in the home and in the occupation. Specific emphasis is placed on the interdependency and tasks performed by school workers. The interdependency factor also appears between family members and their tasks, between one occupation and another, and between community products and occupations. Some of the goals and objectives deal with learners identifying some human needs and more specifically some school needs and determining the workers they depend on to help meet these needs.

The last few goals and objectives deal with workers (which includes the learners) attaining success through planning, preparing, and practicing.

Intended Use Of This Unit

This unit was developed by experienced classroom instructors and reviewed by curriculum personnel not associated

with its development.

GRADE PLACEMENT

This unit has been written to be primarily used at the second grade level.

SUBJECT AREA

All of the lessons in the unit are related to the social studies area of the curriculum. Experiences are also provided in the areas of language, math, and art.

DURATION

The lessons within the unit have been written to provide a total of ten hours instructional time.

GROUPING

The unit lends itself to varied types of grouping. There are provisions for large group, small group, and individual activities.

Preparing To Teach This Unit

Two *Unit Profiles* which follow this section have been prepared to give you an overview of the time, content, instructional strategies, and resources required for delivery of each lesson in this unit. These profiles provide a synopsis which will assist you in gaining a general understanding of the entire unit.

SPECIAL CONSIDERATIONS

Some materials within the lessons need to be duplicated. This may be accomplished with a xerox machine or by using a Thermofax machine to prepare a master. The master is then used to prepare multiple copies with a ditto or mimeograph machine. The lessons needing duplicated materials are lessons 1, 5, 7, 10, and 11.

UNIT CONTENT/STRATEGY PROFILE

Lesson Number	Time	Content	Instructional Strategies
1	55 min.	Describe tasks performed in the home by family members.	Discussion Visual aids Mural bulletin board
2	55 min.	Name tasks completed at home and in the occupation that may be different.	Discussion Guest speaker
3	55 min.	Identify ways school workers help one another.	Discussion Guest speaker
4	55 min.	Identify occupations dependent on a community-produced product.	Discussion Cutouts from magazines Bulletin board Pantomime
5	55 min.	Identify occupations dependent on products resulting from geographic conditions.	Discussion Draw picture Game
6	55 min.	Predict the effects on a community when an occupational facility does not fulfill it's role.	Discussion Small group work Roleplay
7	55 min.	Explain the consequences if a worker does not carry out his responsibilities.	Discussion Story Song Vocabulary development

UNIT CONTENT/STRATEGY PROFILE

Lesson Number	Time	Content	Instructional Strategies
8	55 min.	Name possible ways in which people meet their needs.	Discussion Small group work Illustrations Bulletin board Make chart
9	55 min.	Name the school workers who satisfy specific school needs.	Discussion Chart Measuring Paper dolls Art project
10	50 min.	Demonstrate success and identify a task that contributed to that success.	Discussion Planning Practicing on chalkboard Math assignment
11	55 min.	Predict the amount of success in an unprepared situation where substitutions must be used and compare it with the situation where preparation has been adequate.	Discussion Yarn pictures Unit summary

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
1	Assessment item	Art supplies for murals or pictures Bulletin board space Large picture of a family
2	Assessment item *Guest Speaker Strategy* (Appendix) *Discussion Strategy* (Appendix)	Guest speaker (for example, the school secretary)
3	Assessment item *Guest Speaker Strategy* (Appendix)	Guest Speaker (for example, the school librarian) Chart and rack
4	Assessment item	Drawing paper Scissors Magazines Vegetable seeds, dirt Half pint containers 6 paper strips
5	Pictures: 1. Cotton farming 2. Pineapple farming 3. Lobster company 4. Lumber company *Geographic Conditions Map* Assessment item	Class book Chart and chart rack Drawing paper and crayons
6	Assessment item ***Role-playing Strategy*** (Appendix)	Drawing paper Crayons

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
7	Story *Wilted Vegetables* Assessment item	Chart paper or cards Film, *"I am Dependable"*
8	*Maslow's Human Needs Chart* (included with lesson) Assessment item	Bulletin board with title *Our Needs* Chart and rack Butcher paper or large construction paper for each learner's "needs" illustrations
9	Pattern for paper doll Assessment item *Demonstration Strategy* (Appendix)	Chart and rack Rulers 11 1/2" x 15" construction paper for background Scissors
10	Math worksheet Math key Assessment item	none
11	Steps for yarn pictures Yarn Ideas Assessment item *Demonstration Strategy* (Appendix)	Yarn (children bring from home) White glue (children bring from home; instructor also provides) Scissors for every child

UNIT RESOURCE PROFILE

Lesson	Within Unit	To Be Acquired By Instructor
		White and colored construction paper (9" x 12") String (for children who forget yarn) Completed yarn pictures for examples

INSTRUCTIONAL SEQUENCE

WHAT DO WORKERS DO?

LESSON ONE

CONCEPTS

Every member of a family will learn to be a worker.

Workers depend on each other at home and in an occupation.

PERFORMANCE OBJECTIVE

Given a description of a family and their home environment, the learner will describe a minimum of three tasks performed in the home by some members of the family.

LESSON TIME

55 minutes - 2 sessions (A=25 minutes; B=30 minutes)

NEW VOCABULARY

Responsibilities - things you do to help yourself and others

Mural - a large picture, like one painted on a wall

Environment - the things around you which influence your life

Budget - a plan showing how you spend your money

Task - work to be done

Occupation - what a person does to make a living

Prerequisite Knowledge

Know the meaning of the terms tasks and occupations

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item	Art supplies for murals or pictures
	Bulletin board space
	Large picture of a family

Instructor Preparation Tasks

Duplicate and mount picture of family for display

Write vocabulary words and their meanings on the chalkboard in view of all learners.

Acquire the following:

1. Adequate paper for murals
2. Individual drawing
3. Crayons
4. Chalk
5. Paints
6. Magic markers for murals

Prepare bulletin board space.

Duplicate a copy of the assessment item for each learner.

INSTRUCTIONAL PROCEDURES - Lesson One - Session A

INTRODUCTION

For the next few lessons, we will talk about what you can do, what members of your family can do, and what community workers can do. What are some things you can do?

Write responses on chalkboard or on chart.

Leave room for adding additional items later in the lesson.

Possible responses:

1. Jump rope
2. Ride a horse
3. Play the piano
4. Make my bed
5. Care for the baby
6. Set the table

Those were all good answers. For the next few lessons, we will be adding to this list. You will be surprised to find out how many tasks each of you and other workers really perform. Every lesson will offer something interesting and fun to do. We will learn some things about occupations that are new to you.

There are several words in this lesson which will be new to you. To help you understand these words better, I have written each of them and their meanings on the chalkboard. When we come across these words in our lesson today, we will talk about them again.

Responsibilities - things you do to help yourself and others

Mural - a large picture which is like one painted on a wall

Environment - the things around you which influence your life

Now, let us briefly talk about each word.

Responsibilities: What things do you do to help yourself and others?

Possible responses:

1. I straighten my room at home
2. I do my tasks at school.
3. I parctice my music.

The word mural has also been written on the chalkboard. We will be drawing a mural. A mural is a big picture which can be done by many people and displayed on the wall.

Environment: The things around you which influence your life.

What are the parts of your environment here at school?

Possible responses:

1. The buildings
2. The playground
3. The other learners
4. The instructors
5. The rules
6. The tasks I do in class

What are the parts of your environment at home?

Possible responses:

1. My home
2. My family members
3. The family rules
4. My responsibilities

We will be using these two words frequently during the lessons.

TASKS

The last time you went to a big grocery store, how many different workers did you see? Were they all doing the same thing? Probably not. Each person has one, two, or three tasks that he does every day while he is at work. For instance, one person stocks cans on a shelf, sacks the groceries, and sometimes carries them out. Another person is at the cash register checking out groceries most of the time, but on occasions, this person dusts down the counters. These people depend on one another to keep the store open and running. Did you know that many homes are run just like the grocery store?

Just like the people in the grocery store have to depend on one another to get the job done, so may family members depend upon one another to keep the home running. Different members of the family have different jobs.

Today we will learn that each of the members of your family have different tasks to complete, just like the many people in a grocery store have different tasks to perform. Each occupation needs another occupation to complete a task. The grocery store owner depends on the cashier to take care of the customers. Family members depend on each other to perform certain tasks.

Refer to the picture of the family (which has been situated on the chalkboard in view of the learners, with space below the picture for the family description. Ask the learners to help decide on such items as:

1. *Occupations of adult members (Note: Homemaker is an occupation.)*
2. *Ages of children*

After writing descriptions of the family, discuss with the children and list on the chalkboard three examples of tasks each member might perform in just one of these home situations:

Possible responses:

Farm Family

1. Mother
   a. Cooks food
   b. Cans food
   c. Raises and butchers the chickens
   d. Sells eggs
   e. Washes clothes
   f. Raises vegetables for family
   g. Buys groceries
   h. Sometimes drives tractor

2. Father
   a. Plows the field
   b. Does the irrigating
   c. Repairs the machinery
   d. Pays the bills
   e. Buys groceries
   f. Mows lawn
   g. Helps with dishes
   h. Sells crops

3. Two Older Brothers
   a. Help dad with chores
   b. Irrigate
   c. Milk cows
   d. Help with dishes

4. Sisters
   a. Help with garden
   b. Take care of children
   c. Help with dishes
   d. Help dad with chores

5. Little Brother
   a. Feeds dogs table scraps
   b. Feeds chickens
   c. Gathers eggs

6. Two Babies - no tasks

INSTRUCTIONAL PROCEDURES - Lesson One - Session B

Give examples of why adult members sometimes have different tasks than the children, and briefly review the terms mural and task from Session A.

1. Paying bills - must know how to add and subtract and budget money. To *budget* money means to make a plan about where your money will be spent.

2. Mowing the lawn - older persons do this task because of the strength needed and the need to be safe and careful.

Name some tasks the children can do to leave time for the adults to carry out their responsibilities.

Possible responses:

1. Feed the animals
2. Pick up after selves
3. Care for baby

We will now talk about why it is important for each family member to accept his responsibilities.

What do the adults in your family do, and how does this help every family member?

Possible responses:

1. Wash our clothes - this helps all of us to be clean and happy.
2. Cook our food - this helps us to be healthy and happy.
3. Earn the money - so we can have the things we need.

What responsibilities do you have, and how does this help every family member?

Possible responses:

1. Feed the animals - this keeps the animals happy and gives more time to other members.
2. Pick up after myself - our house is in order and everyone is happy.
3. Care for the baby - this makes me and the baby happy, and gives more time to the adults.
4. Set the table - this helps me to learn, and it helps every member when the meal is ready.

Continue discussion until all who want to share a response have the opportunity. Invite ethnic minority learners to participate if they hold back. Try to bring out responses which describe acts of affection and "caring," such as item three in the example responses above.

Offer three choices to all learners for continuing to look at tasks done by members of their families. All three of the following activities may be going on at the same time.

Choice one: Mural (Six to ten children)

Draw a mural of one of the families described previously, illustrating the tasks performed by each member of the family. Start with the adult members, then draw pictures showing the tasks of each child in the family. Start by dividing the mural to include space for each member and his tasks.

Choice two: Picture (Individual work)

Draw a picture describing all of the tasks you do for your family and yourself.

Choice three: Mural of Own Family (Individual Work)

Draw a mural of your own family, showing the tasks performed by each member of the family. Start by dividing the mural to include space for each member and his tasks.

Learners may invite another class in to share the results of their products.

Display the products on a bulletin board.

Direct children to clear away their materials and supplies and be seated for a summary.

SUMMARY

We have learned that there are many tasks in a family home that must be done. We have learned that the adults sometimes do tasks that cannot be done by the children. We have learned that it is important for all of the children to do their part to help the family and to help themselves. Just as the cashier in a grocery store has certain tasks that other workers depend on, you have tasks to perform, and the other family members depend on you to complete these tasks.

In our next lesson we will look at people and their occupations and tasks.

SUPPLEMENTAL ACTIVITIES

Learner Directed

Read a story about life in another country or another part of the United States and compare the tasks mentioned to your own tasks at home.

Using sand and modeling clay, set up a home environment showing different tasks being performed.

Refer to Special Recipes for the Classroom in the appendix.

Research your own family to find the tasks your grandparents performed during their occupational years.

Assessment Procedures

DESCRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

This pictorial multiple-choice item is used to assess achievement of the objective.

Point to each picture in turn and say e.g., "Number 1 shows a child jumping rope." Continue the explanation using the nine phrases below.

1. Child jumping rope
2. Child emptying garbage
3. Child bathing
4. Man painting house
5. Child watching TV
6. Woman cooking
7. Dogs
8. Woman playing tennis
9. Woman making the bed

DIRECTIONS - *To be read to the learners after the above explanation has been made.*

Circle the number above the pictures that show a family member completing a home task that will help the family.

KEY

2, 4, 6, 9

Name_____

Date_____

Lesson 1

ASSESSMENT ITEM

1 2 3 4 5 6 7 8 9

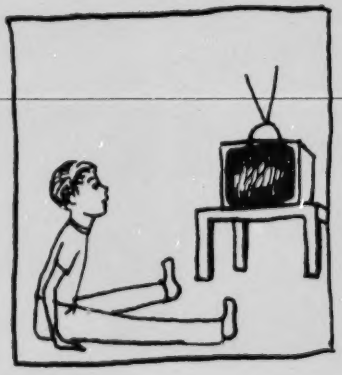
1

2

3

4

5



6

7

8

9

30

OCCUPATION AND HOME TASKS

LESSON TWO

CONCEPT

A worker has many different tasks to perform, both at work and at home.

PERFORMANCE OBJECTIVE

Given a specific occupation, the learner will name three tasks completed by that individual in the home setting and in the occupation.

LESSON TIME

55 minutes

NEW VOCABULARY

Job requirement - something needed to complete the job well

PREREQUISITE KNOWLEDGE

Awareness of the many tasks adults perform

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item	Guest speaker (for example, the school secretary)

Instructor Preparation Tasks

Invite a guest speaker to talk about:

1. Tasks performed at home
2. Tasks performed in his occupation
3. Tasks done because he can do them well
4. Tasks done because he enjoys them

Read *Guest Speaker Strategies* in the appendix.

Read *Discussion Strategy* in the appendix.

Prepare the learners for the guest speaker before he arrives. Write the four steps listed above on the chalkboard as a reference on what to listen for. Go over these with the learners. Inform them that the listeners will summarize the information given by the speaker after his/her presentation.

Duplicate a copy of the assessment item for each learner.

Instructional Procedures

INTRODUCTION

We have talked about the many tasks each member of a family performs. Today we will discuss some occupations and the tasks performed at this person's home and in his occupation. For example, the instructor does the tasks connected with teaching, such as: (use yourself as an example)

1. Preparing lessons
2. Running dulicating machines
3. Attending meetings
4. Working with children

At home he would:

1. Mow the lawn
2. Care for the car
3. Pay the bills
4. Run errands

Today we will have a guest speaker to tell us about his/her tasks at home and at work.

I have written the word *job requirement* on the chalkboard. This means something needed to complete a job well.

Let's talk about this word meaning for a moment.

What are the job requirements of the math lesson today?

Possible responses:

1. Math sheets ready for use
2. A pencil to write with
3. Listen to directions

You may need to know the meaning of this word today when our guest speaker tells us about his occupation.

TASKS

Ask learner to name at least one task an adult does on the job and one task the adult does at home. Write the responses on the chalkboard under the headings "Family Member," "Task on the Job," and "Task at Home." Discuss the variety of jobs and tasks performed. Also, discuss the learner's tasks on the job (school) and at home. Refer to Discussion Strategy in the appendix.

Example questions:

Allow several learners to respond to each question.

What does one adult in your home do on the job?

Possible response: Mechanic - he fixes cars

What does he do at home for a home task?

Possible response: Pays the bills

What tasks do you do on the job - at school?

Possible responses: Reading, writing, math, P.E.

What tasks do you do at home?

Possible responses: Make my bed, feed my pet animal

Introduce the guest speaker to the learners. Prepare the speaker ahead of time by asking him to tell about the tasks he performs and to relate personal skill, interest, and job requirements to the tasks performed on the job and at home.

The guest speaker should take about 15 minutes.

Allow time for learners to respond to the speaker or ask questions.

Thank the guest speaker as he leaves. Then on the chalkboard using the same headings (Family Member, Tasks on the Job, and Tasks at Home), have learners summarize the information they learned from the guest speaker.

SUMMARY

Today we have learned that a person does different tasks at home than the tasks he does at his occupation. You can see on our chart that there are many different tasks to choose from. The tasks we perform sometimes depend on what we can do well or on what we like to do. Our guest speaker told us about tasks on the job and at home. He showed us the tasks he does well, the ones he does just for enjoyment, and the ones he does because his job requires them.

In our next lesson we will talk about how one school worker needs the help of other school workers to complete his job well.

SUPPLEMENTAL ACTIVITIES

Learner Directed

Write and put on a three-act drama showing a person in three different settings performing three different tasks.

Interview a school worker, such as the nurse, principal, or custodian, to find what tasks he performs at home (indoors and outdoors) and at work.

Assessment Procedures

DECSRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

This pictorial multiple-choice item is used to assess achievement of the objective. Point to each picture in turn and say e.g., "Number 1 shows a woman filing." Continue the explanation using the six phrases below.

1. A woman filing
2. A man typing
3. A woman taking notes
4. A man mowing the lawn in his yard.
5. A woman at a typewriter
6. A man cooking in his kitchen

DIRECTIONS

Each of these pictures shows people who work as secretaries. Write the word "home" under the pictures that show something these people do at home. Write the word "work" under the pictures that show something these people do at work.

KEY

1.	Work	4.	Home
2.	Work	5.	Work
3.	Work	6.	Home

Name _____

Date _____

Lesson 2

ASSESSMENT ITEM

USE THESE WORDS: WORK, HOME

1

_____

2

_____

3

_____

4

_____

5

_____

6

_____

SCHOOL WORKERS DEPEND UPON ONE ANOTHER

LESSON THREE

CONCEPT

Every learner is a school worker. School workers depend upon other school workers to help them in their tasks.

PERFORMANCE OBJECTIVE

Given a school worker and his tasks, the learner will identify ways in which other school workers assist in the performance of those tasks.

LESSON TIME

55 minutes

NEW VOCABULARY

Dependent - needing the help or support of another

PREREQUISITE KNOWLEDGE

How to listen for information

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item	Guest speaker (a school worker)
	Chart and rack

Instructor Preparation Tasks

Read *Guest Speaker Strategy* in the appendix.

Contact a school worker to speak, preferably one representing an ethnic minority group. Ask the worker to speak about the tasks he performs and how he depends upon the cooperation of other school workers in the completion of these tasks.

Acquire the chart and chart rack.

Duplicate a copy of the assessment item for each learner.

Instructional Procedures

INTRODUCTION

I will write the word *dependent* on the chalkboard, along with its meaning, which is needing another for help or support. You are dependent upon the adults in your family for support and love. You need them. Others are dependent upon you. Your pet is dependent upon you. He needs you for food and love. You will need to know the meaning of this word for this lesson.

We have talked about how we depend upon one another in the family, and we have identified tasks that family members do in their home and on the job. When we talked about you, we identified your own tasks at home, on the job, and at school. Then we looked at a school worker and his tasks at home and on the job. Just as we are dependent upon one another to get the tasks done at home, so do school workers depend upon one another to keep the school running. Remember, you are a school worker. Others depend upon you.

Today we will have a school worker talk to us about how he depends upon other school workers to complete his tasks. Listen to find out what tasks he performs and which other school workers he depends upon to complete these tasks.

Write these two points on the chalkboard (underlined above).

TASKS

Develop with the learners a chart for reference of school workers and their tasks. Ask the learners to name the school workers and their tasks and point our their dependence on each other.

Possible responses:

1. Custodian
   a. Cleans rooms
   b. Controls climate in rooms
   c. Repairs equipment
   d. Replaces supplies

2. Teacher
   a. Plans lessons
   b. Works with children
   c. Writes reports
   d. Reads books for new ideas

3. Nurse
   a. Helps when we are sick
   b. Gives medication
   c. Tests eyes and ears
   d. Bandages cuts

4. Librarian
   a. Helps students find books
   b. Helps teachers find books
   c. Orders new books and magazines
   d. Makes numbers and cards for new books

5. Secretary
   a. Answers telephone
   b. Helps the principal
   c. Directs guests
   d. Helps children

6. Principal
   a. Makes announcements
   b. Talks to parents
   c. Helps teachers
   d. Runs the school

7. Cafeteria worker

   a. Prepares the food
   b. Serves the food
   c. Washes the dishes
   d. Sweeps the floor

8. Student

   a. Completes his assignments
   b. Cleans up after self
   c. Makes friends
   d. Cooperates with others

This information will be written on the chart and placed in view of the learners.

Now, let's talk about how these workers depend upon one another. For example, let's talk about the teacher. Name some of the other school workers who depend upon the teacher, and tell one way in which these people depend upon the teacher.

Possible responses:

1. The custodian depends upon the teacher to teach the children about keeping an orderly room so his job will not be so difficult.
2. The principal depends upon the teacher to teach the children their lessons.
3. The nurse depends on the teacher to send the children to the nurse's office when they are hurt or sick.
4. The learners depend upon the teacher to provide them with learning opportunities.

Today we have a guest speaker who is a school worker. He/she will tell about his/her tasks and about the other school workers he/she depends upon and how they depend upon him/her.

Speaker addresses learners, focusing on the dependency theme.

Following the speaker, allow a few minutes for questions and answers.

Thank the guest speaker as he/she leaves. Then, on the chalkboard, using the headings "Tasks Performed" and "Other

School Workers Dependent Upon," have learners summarize the guest speaker's information.

SUMMARY

Today we have learned that school workers are dependent upon each other, just like we depend upon the members of our family and just like we depend upon each other to have an orderly class. We depend upon workers and products in our community too. Next time we will discuss occupations and products in our community.

SUPPLEMENTAL ACTIVITIES

Make overhead transparencies with overlays to show how one school worker depends on two other school workers to complete one task. For example, the custodian could be shown with his broom in one classroom. An overlay could show the teacher tidying up the room, and another show the child cleaning and organizing his area.

Learner Directed

Fold drawing paper in half, and paste writing paper on the lower half. On the bottom, write a paragraph about your favorite school worker. On the top, illustrate the school worker.

Make up a song and dance about school workers and how they help each other. This could be a take off on "Old MacDonald's Farm" or "The Farmer in the Dell."

ASSESSMENT PROCEDURES

DESCRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

This pictorial multiple-choice item is used to assess achievement of the objective.

Point to each picture in turn and say e.g., "Number 1 shows a child placing a book on the shelf." Continue the explanation using the 6 phrases below.

1. A child placing a book on the shelf
2. A child sitting with wads of paper on the floor
3. A child writing his name on a card
4. Two children fighting, with a "quiet" sign in the background
5. One child reading at a table
6. One child giving the librarian a torn book

DIRECTIONS

Mrs. Johnson is the school librarian. Circle the number above the pictures that show ways other school workers help the librarian to perform her services.

KEY

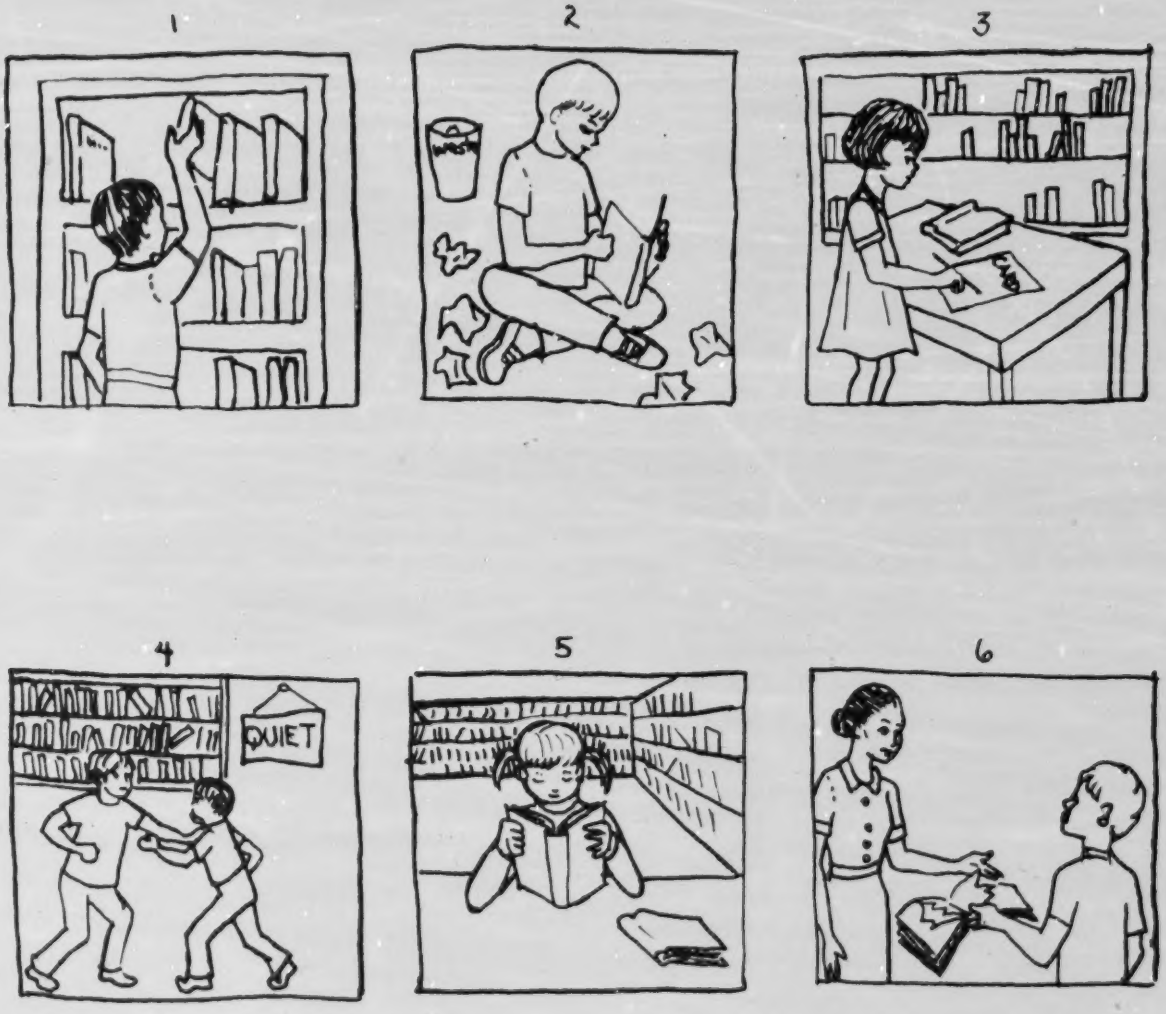
1, 3, 5, 6

Name _____

Date _____

Lesson 3

ASSESSMENT ITEM



OCCUPATIONS MADE NECESSARY BY COMMUNITY PRODUCTS

LESSON FOUR

CONCEPTS

All communities need workers.

Community workers depend on other community workers to complete their tasks.

Some community occupations come about because of the community land, the climate, or the products.

PERFORMANCE OBJECTIVE

Given a problem of identifying a community-produced product, with occupations dependent upon it being produced, the learner will identify one product and two dependent occupations.

LESSON TIME

55 minutes

NEW VOCABULARY

Community - a place, like a city or town, where a group of people live together with common goals and interests.

Make your definition fit your location for better understanding.

Minerals - substances found in the ground for man's use (not food or animals)

Community Products - all goods, including minerals, plants, and animals, which come from a place where a group of people live together

Prerequisite Knowledge

Knowledge of community workers, tools, and occupations

Knowledge of how various products are used

Resources Required

FOUND WITHIN UNIT	ACQUIRED BY INSTRUCTOR
Assessment item	Drawing paper
	Scissors
	Magazines
	Vegetable seeds, dirt
	Half pint containers
	6 strips of paper
	1 container for folded strips

Instructor Preparation Tasks

Write vocabulary words and their meanings on the chalkboard in view of the learners.

Write a different product on each of 6 strips of paper. Fold the strips and place them in a container.

Obtain the following:

1. Vegetable seeds for planting
2. Half pint containers for planters
3. Magazines, scissors, glue, or paste
4. Six strips of paper and a container

Duplicate a copy of the assessment item for each learner.

Read *Questioning Strategy* included in the appendix.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

Just as we found out that school workers depend upon one another to run a school and learners depend upon the other school workers, today we will find out about how we depend upon a lot of people to keep our community running.

I have written some words and their meanings on the chalkboard. As we come to these words in the lesson, we will talk about them some more.

Community - a place, like a city or town, where a group of people live together with common goals and interests

Make your definition fit your location for better understanding.

Minerals - substances found in the ground for man's use (not food or animals)

Community Products - all goods, including minerals, plants, and animals, which come from a place where a group of people live together

TASKS

For a few minutes we are going to talk about starting a brand new community. All of us will be the members of a committee who will decide what foods, plants, or animals we can easily grow or raise in our community or what minerals are available in our land.

An example of a mineral could be gold, silver, copper, coal, etc. All of these are called products. We will develop a description of our community and its products on the chalkboard.

The instructor will ask questions regarding each of the following headings: (Localize as much as possible.)

Refer to Questioning Strategy included in the appendix.

1. Description 2. Plants 3. Animals 4. Minerals

Possible responses:

Desert land	Vegetables	Cattle	Copper
Hot, dry	Citrus fruit	Sheep	Gold
Irrigated	Cotton	Poultry	Silver

Now that we have decided on the type of land we are on, and some plants, animals, and minerals in our community, we can decide on the jobs we will need.

Let's look at the kinds of jobs needed to raise one of our products. Take vegetables, for example. What kinds of workers would we need?

Possible responses:

1. Vegetable farmer
2. Vegetable pickers
3. Vegetable sorters
4. Vegetable packers
5. Truck drivers
6. Ice company
7. Ice packers
8. Railroad company
9. Railroad engineer
10. Railroad office workers
11. Vegetable stores
12. Storekeeper
13. Store clerk or salesman
14. Box company
15. Box maker
16. Box salesman
17. Cooks
18. Restaurants

If one of these people trained for his occupation and the occupation suddenly disappeared, what would happen?

Possible responses:

1. Other occupations would disappear, too.
2. Some people would need to train for another job.
3. Some people who may be trained in working with only a specific product would need to move to another community where this product would be.

Are there some occupations which may appear in most communities? Name them.

Possible responses:

1. Policemen
2. Firemen
3. Postmen
4. Service station workers
5. Grocery store workers

In what ways do you depend on each of these workers:

Possible responses:

1. I depend on the policeman and fireman for protection.
2. I depend on the postman to bring and carry my mail.
3. I depend on the service station workers to care for my car.
4. I depend on the grocery store workers to help me with grocery buying.

In what way do these workers depend on each other?

Possible responses:

1. The policemen depend on the firemen for help many times when there are accidents.
2. The firemen many times depend on the policemen for help during fires.
3. The postmen depend on the service stations for their transportation needs.
4. The service station workers and the grocery store workers depend on all of the other community workers the same as you do.

Game: Assign each learner to a "game committee" by counting off from 1 to 6. Have all the 1's get together and choose a leader, then the 2's etc. Each leader should draw a product-strip from the container held by the teacher. No other committee should see the strip. The committees should then be given time to decide on related occupational roles for their product, but no other committee should be able to hear the other's plans. Each member should be able to pantomime such an occupation. Then when called upon, each committee will pantomime the occupations while the other committees try to guess the product.

Possible products for product paper-strips:

gasoline, citrus fruit, furniture, eggs, gold, or cotton.

SUMMARY

Today we have learned about some occupations needed in a community as a result of the products of that community. We learned that one occupation needs others to be able to function properly, We learned how many people depend upon one product just to make a living. Next time we will learn about some jobs which come about because of the geographic conditions of the area. For example, if you live by the ocean, which is an example of a geographic condition, some of the jobs you find there, such as a fisherman, may be directly related to the ocean.

SUPPLEMENTAL ACTIVITIES

Have plenty of magazines so learners can cut out pictures of things made from vegetables or another local product. Instruct learners to mount their pictures, label them with the product name and three occupations dependent on that product.

Make a bulletin board of all pictures collected by learners.

Explain to the learners that as a follow up to the vegetable example used previously, they may plant a vegetable seed in a suitable container. Remind learners of the necessary ingredients for a plant (air, sunlight, water). Label the vegetable and place a list of all the workers needed to get the vegetable from the farm to the table.

Find pictures that show uses of community products such as cotton, copper, steel, or corn.

Have each student bring in a fruit or vegetable and discuss occupations associated with it.

Learner Directed

Interview parents or other adults about workers upon whom they depend.

ASSESSMENT PROCEDURES

DESCRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

This pictorial multiple-choice item is used to assess achievement of the objective. Point to each picture in turn and say e.g., "Number 1 shows a man repairing wiring." Continue the explanation using the 6 phrases below.

1. A man repairing wiring
2. An elevator operator
3. A furniture mover
4. A lumberjack cutting a tree
5. A baker
6. A farmer threshing wheat

DIRECTIONS

Todd lives in a big city. There are many things made in this city. Todd's father works in a factory that makes furniture. Circle the number above the pictures that show community workers who depend on the furniture factory where Todd's father works.

KEY

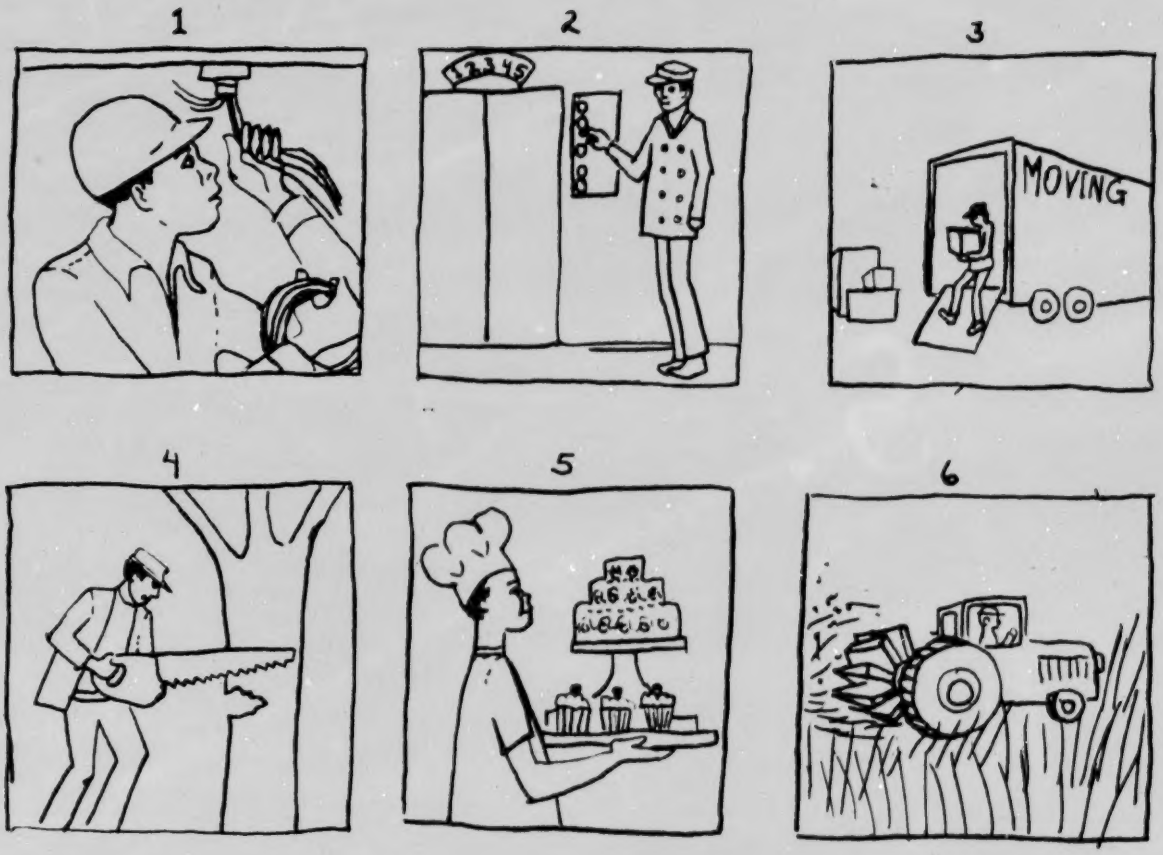
3, 4

Name _____

Date _____

Lesson 4

ASSESSMENT ITEM



RELATIONSHIP BETWEEN GEOGRAPHIC AREA AND OCCUPATIONS

LESSON FIVE

CONCEPT

Some community occupations come about because of the community land, the climate, or the products.

PERFORMANCE OBJECTIVE

Given the geographic conditions and a possible product of that region, the learner will identify two occupations found in that region which relate to the product.

LESSON TIME

55 minutes

PREREQUISITE KNOWLEDGE

Worker dependency, as presented in Lessons 1 through 4.

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Pictures: 1. Cotton farming 2. Pineapple farming 3. Lobster company 4. Lumber company *Geographic Conditions Map* Assessment item	Cover for class book Chart and chart rack Drawing paper and crayons

INSTRUCTOR PREPARATION TASKS

Prepare cover page for a class book to hold the learner's pictures.

Have pictures available of:

1. A cotton farmer
2. A pineapple farmer
3. A lobster trapper
4. A lumberjack

(included after lesson description)

Duplicate a copy of assessment item for each learner.

INSTRUCTIONAL PROCEDURES

INTRODUCTION

We have learned that there are some occupations in a community which are there because they are needed by the people of the community. These occupations also need each other in order to operate. There are other occupations which are in a community because of the weather and type of land in the community.

Today we will talk about occupations which depend upon the weather and type of land within certain geographic areas. I will show you some pictures, which we will talk about.

TASKS

Does this occupation look familiar?

Show picture of the cotton farmer.

Where might this cotton farmer live?

Possible response: The southern part of Arizona

What are some tools he uses?

Possible responses:

1. Tractor
2. Cotton picking machine
3. Hoe

What is the land and weather like where he lives and works?

Possible responses:

1. Hot
2. Dry
3. Irrigated desert land

Where might this pineapple farmer live?

Show picture of the pineapple farmer.

Possible response: Hawaii

What are some tools he uses?

Possible responses:

1. Sorting machines
2. Chemicals to control weeds
3. Fertilizers
4. Canning machinery

What is the land and weather like where he lives and works?

Possible response: Warm and wet all year

What might this lobster company be close to?

Show picture of a lobster trapper.

Possible responses:

1. The Atlantic Ocean
2. Maine
3. Massachusetts
4. Rhode Island

What are some tools used in this occupation?

Possible responses:

1. Lobster pots (traps)
2. Bait
3. Boats

What is the land, water, and weather like where he lives and works?

Possible responses:

1. Moist, cold land
2. Cold waters
3. Short summers

Where might this lumber operation be?

Show picture of a lumberjack.

Possible response: High altitude land in almost every part of the United States

What are some tools he uses?

Possible responses:

1. Saws
2. Trucks
3. Lumber mills
4. Truck lifts
5. Kiln for drying lumber

Some products and occupations are better suited to one geographic area than another. For example, could one occupation in Arizona be a lobster trapper?

Desired response: No

Why not?

Desired response: Because lobsters are found in the Atlantic Ocean. Arizona is not close to the ocean.

Because of the land and weather Southern Arizona, what kinds of occupations can you find?

Possible responses:

1. Cotton farming
2. Vegetable farming
3. Citrus farming
4. Copper mining
5. Cattle raising

With the assistance of the learners, develop a map or chart showing the location of each of the four pictures. (Refer to the "Geographic Areas Map" included for ideas, p. 77.)

Examples:

The map or chart should show forest areas, mining areas, desert areas, areas close to the sea or ocean, damp rainy weather, etc.

Help the learners decide on two products for each geographic area. Record them on the chart.

Instruct the learners to choose an area on the map and one of its products. Think of two occupations related to that product. Draw a picture of the two occupations and, to add interest, possibly two tools used for each occupation.

Play a game where the instructor calls out the name of a geographic area from the chart. Each of the children who illustrated their own pictures about occupations in that area will stand up and show their pictures.

Geographic areas:

1. Forest areas
2. Desert lands
3. Wet areas
4. Seas or oceans
5. Mining areas

Arrange pictures in a class book for display. Title the book <u>How Occupations are Affected by Weather and the Type of Land</u>.

SUMMARY

Today we learned about occupations in certain areas. We drew pictures of occupations within an area and played a game with them. Next time. we will talk about how we depend on people in occupations to carry out their jobs each day. We will discover some things that can happen if someone does not do his job.

SUPPLEMENTAL ACTIVITIES

Show the filmstrips from the "Regional Study Sets" Eyegate, 146-01 Archer Avenue, Jamaica, New York 11435. There are nine filmstrips at a cost of $42.50 per set.

Show a filmstrip from the set "America at Work" Eyegate, 146-01 Archer Avenue, Jamaica, New York 11435. There are nine filmstrips at a cost of $42.50 per set.

ASSESSMENT PROCEDURES

DESCRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

This pictorial multiple-choice item is used to assess achievement of the objective. Point to each picture in turn and say e.g., "Number 1 shows a cotton farmer." Continue the explanation using the 6 phrases below.

1. A cotton farmer
2. A man building a boat
3. A carhop in front of a fish and chips restaurant
4. A lumberjack
5. An egg saleswoman with eggs and a sign which says "Fresh Eggs"
6. An electrician

DIRECTIONS

This community is located by the ocean where fishing is one of the ways people make a living.

Circle the number above each picture which shows an occupation having to do with fishing.

KEY

2, 3

Name _____

Date _____

Lesson 5

ASSESSMENT ITEM

1

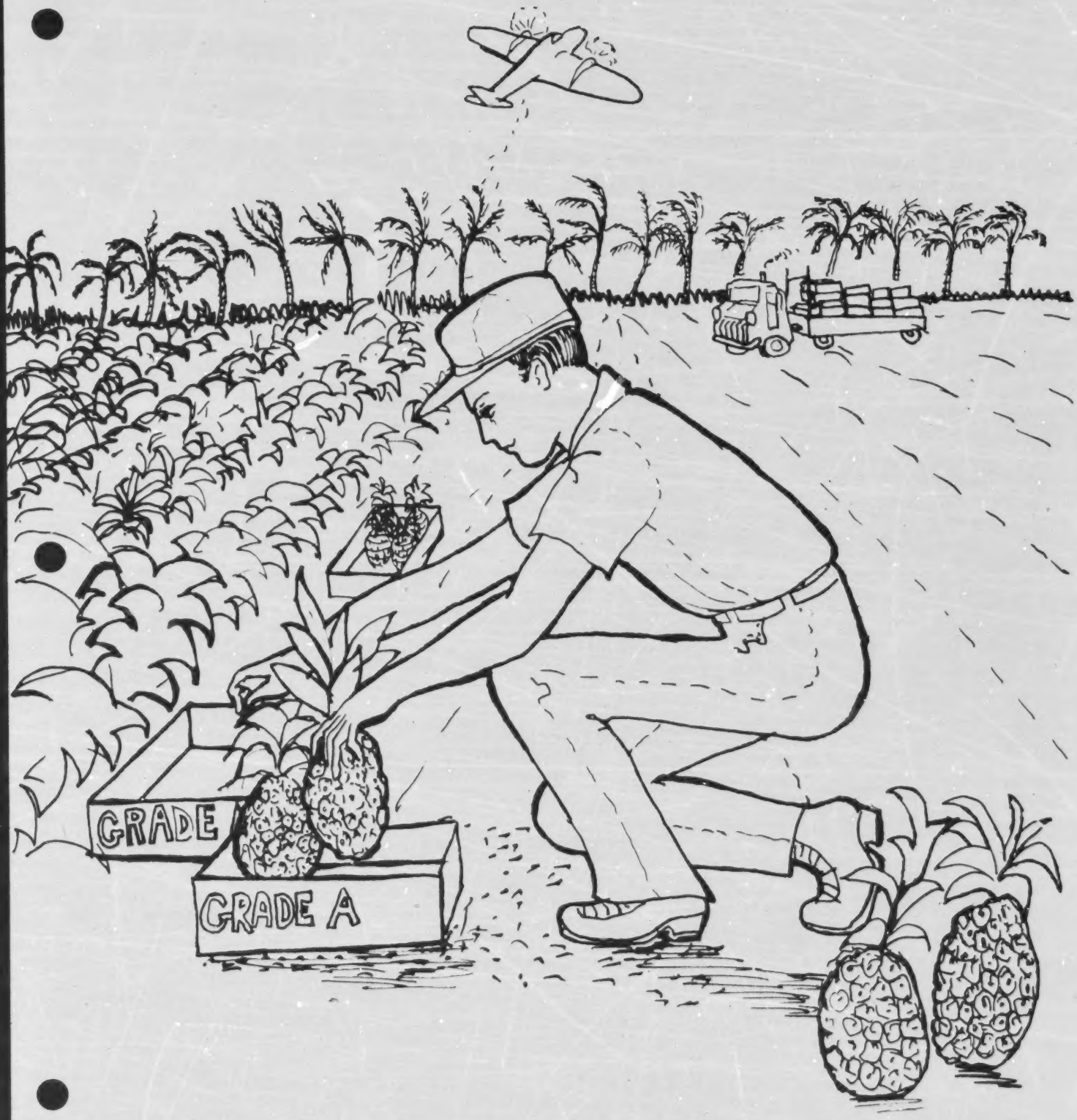
2

3

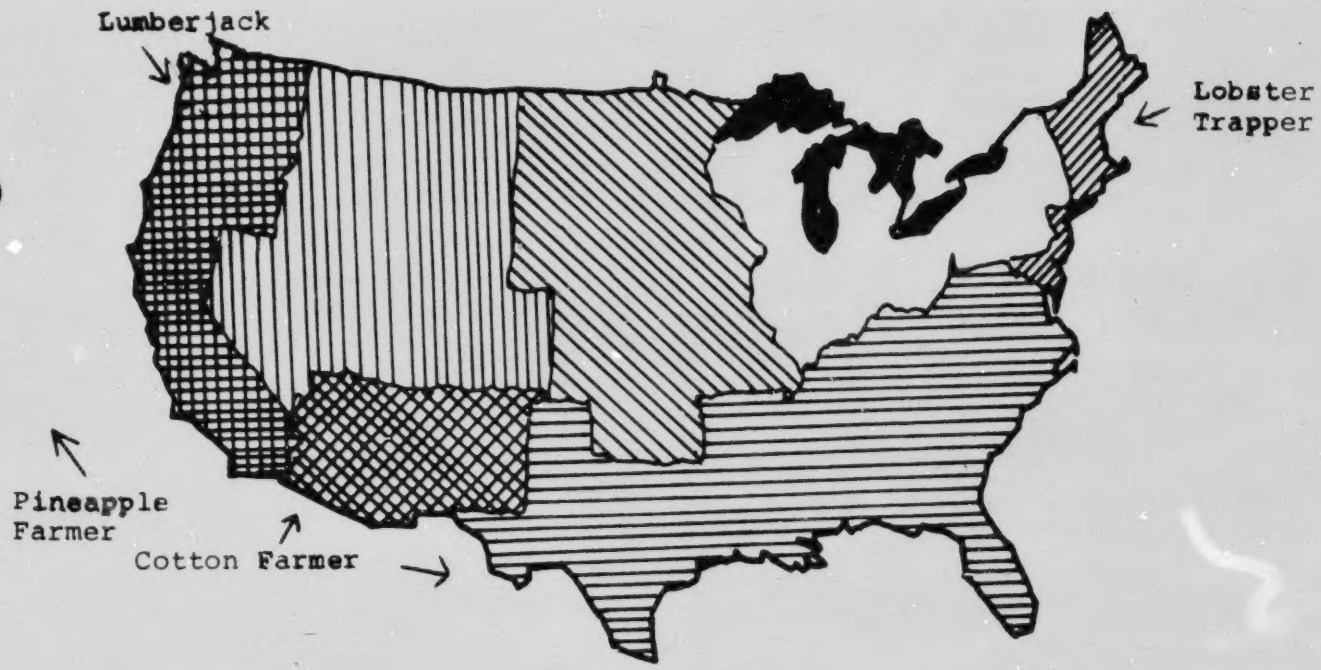
4

5

6


GRADE
GRADE A

FRANKS
LOBSTER
CO.



NORTHEAST

1. Short, fast-flowing rivers
2. Poor soil
3. Rugged, irregular coastline
4. Severe winters
5. Short growing seasons

Industries (Activities)
Banking, foreign trade, television broadcasting.

GREAT LAKES

1. Good soil
2. Inland lakes
3. Some forest
4. Flat lands
5. Heavy snows
6. Moderate rainfall
7. Seasonal temperatures
8. Gently rolling hills

Industries (Activities)
Transporation, dairy products, automobile manufacturing

SOUTH

1. Long growing season
2. Good soil
3. Mild winters
4. Short, gently flowing rivers
5. High humidity
6. Rainy seasons
7. Tropical storms
8. Coastal lowlands
9. Swamps
10. Low rolling mountain ranges

Industries (Activities)
Textiles, petroleum, tobacco products

GREAT PLAINS

1. Long, gently flowing rivers
2. Good soil
3. Adequate rainfall
4. Seasonal temperatures
5. Flat to rolling lands

Industries (Activities)
Meat packing, cereals preparation, agricultural equipment

SOUTHWEST

1. Little rainfall
2. Poor soil
3. Hot temperatures
4. Long growing seasons
5. Much sunshine
6. Some short, rugged mountain ranges
7. Few rivers
8. Low humidity
9. Arid deserts

Industries (Activities)
Agriculture by irrigation, tourism, electronic equipment.

ROCKY MOUNTAINS

1. Origin of many rivers
2. Poor soil
3. Heavy forests
4. High deserts and plateaus
5. Heavy snows
6. Grasslands
7. Lone mountain ranges

Industries (Activities)
Winter sports, metal mining, lumbering

PACIFIC COAST

1. Long, fast flowing rivers
2. High mountain ranges
3. Wide variation of rainfall
4. Below sea level
5. Fertile valleys
6. Mild to hot temperatures

Industry (Activities)
Electric power, motion picture industry, paper and pulp

WE DEPEND UPON COMMUNITY WORKERS

LESSON SIX

CONCEPTS

Citizens in a community depend upon all workers to do their jobs.

When workers in an occupational facility do not do their jobs, the community must take other actions.

PERFORMANCE OBJECTIVE

Given a work stoppage situation, the learner will make one prediction as to the effect upon the community if one occupational facility did not function.

LESSON TIME

55 minutes

NEW VOCABULARY

Occupational facility - a building where community helpers work

Prerequisite Knowledge

Knowledge of the interdependence of the community and its workers

Knowledge of the term "community occupations"

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Assessment item	Drawing paper
Song Policeman Lee	Crayons

Instructor Preparation Tasks

Prepare possible "problems" related to local occupational facilities. Refer to sample problems in the tasks section.

Duplicate a copy of the assessment item for each learner.

Read Role-playing strategy included in the appendix.

Learn the song *Policeman Lee*, page 87.

Instructional Procedures

INTRODUCTION

Two lessons ago we talked about how workers in different occupations depend upon each other. For example, when the railroads provide railroad cars to carry vegetables and fruits to different parts of the United States, they depend upon fruit and vegetable companies to keep the cars full.

Today we will play a game. We will think of an occupation we have studied and decide what could happen if one of the workers in an occupational facility did not do his job. An example of an *occupational facility* could be the post office, the railroad company, the fire department, the ice company, the city offices, or any other facility whose workers perform a service for the community.

TASKS

Assign each learner to a "game committee" by counting off from 1 to 4. Have all the 1's get together and choose a chairman, then the 2's, etc.

To play our game, we will first list some occupational facilities. Your group will be given a problem concerned with workers in an occupational facility not doing their jobs. The chairman will read the problem to the group. Each of you in the group will try to think of one thing that can happen because of this problem.

Choose someone in your group to write down the results of your problem.

Now that you have written down what would happen if someone didn't do their job, decide on a possible way to solve the problem without the help of the workers or workers who can't do their job.

For example, you might be given this problem. The only veterinarian in your community moved away suddenly to accept a veterinarian job in another community. What could result?

Possible responses:

1. The animals may be in danger.
2. It would be expensive to take them to a veterinarian who is far away.

What could be done in the community to take care of this problem?

Possible responses:

1. Try to find another veterinarian to come to the community.
2. Call the county health department, explain your problem, and ask them for help. They might set up a temporary clinic in a church or a school to give the shots that are needed for animals.

While in your group, you will do these things:

Write on the chalkboard.

1. Read your problem.
2. Write or tell what can happen.
3. Write or tell what actions may be taken to solve this problem.

To show the results and other actions, you may either write them down and report to the larger group, or you may tell it in your own words.

Refer to Role-playing strategy included in the appendix.

Name some occupational facilities in our community.

Possible responses:

1. Fire department
2. Post office
3. County health office
4. Police department
5. School bus department
6. City bus company
7. Fish and game department
8. Sanitation department
9. Electric company
10. Gas company
11. Ice company
12. Railroad company

Let each group chairman draw a "problem" from a container. Read occupational facility problems to the entire group before expecting the learners to propose solutions in their committees. Assignment of problems may be decided upon by learners volunteering for a problem that interests them.

Example problems:

1. A house caught on fire. The workers in the fire department are all sick and cannot answer the call. If the fire department is unable to answer the call to a fire or other emergency, what can happen as a result of this problem, and what can be done to solve this problem? Decide on another way to handle it.

2. The county health office burned to the ground. The equipment and medicine were destroyed in the fire. The community needs to provide shots for the children and animals in the community. What can happen as a result of this problem? What can the community do to solve the problem?

3. The fish and game department has only one man assigned to our community to protect our birds and animals. That man did not come to work one day and did not tell anyone that he was not returning. What can happen as a result of this problem? What can the community do about it?

4. The sanitation department has assigned a crew of men to each neighborhood in the city to collect the garbage. One crew of men was involved in an accident. No one was hurt, but the garbage truck was damaged and would not run. What can happen as a result of these men not being able to do their jobs? What can be done to help solve the problem?

After allowing the learners time for sharing solutions to each of the problems, summarize the solutions and point out the importance of this particular occupational facility to the community and how we in the community depend on them to carry out their jobs well.

Relate our dependence on these workers in occupational facilities to other ways we depend on each other: learners depend on teachers, teachers depend on learners, etc. Following this discussion, prepare learners to listen for a summary.

SUMMARY

Today we talked about some workers. Sometimes problems arise that make it difficult for workers to perform their work. We decided in our groups how these problems could be taken care of in another way. We discussed how we depend upon every person to do his job. You depend upon me to do my job, and I depend upon you to do your job. We all depend upon people in different occupational facilities to do their jobs. When something happens which prevents them from doing their job, other ways must be found, and sometimes this causes inconveniences to people. Next time we will talk about a worker who did not take care of all his responsibilities in connection with the task he was to perform.

SUPPLEMENTAL ACTIVITY

What would happen if the adults in the family did not do their jobs? Discuss orally or draw pictures.

Visit an occupational facility in the community.

Sing "Policeman Lee."

What would happen if Policeman Lee did not do his work each day?

Possible response: We would not be safe

Assessment Procedures

DESCRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

This pictorial multiple-choice item is used to assess achievement of the objective. Point to each picture in turn and say e.g., "Number 1 shows people riding bicycles, driving cars, and walking to their destinations." Continue the explanation using the 3 phrases below.

1. People riding bicycles, driving cars, and walking to their destinations
2. One person sitting in the park
3. Three buses, filled with people, driving on the street

DIRECTIONS

Everyone at the bus company took their vacation at the same time. Circle the number above the one picture that shows what might happen in the community.

KEY

1

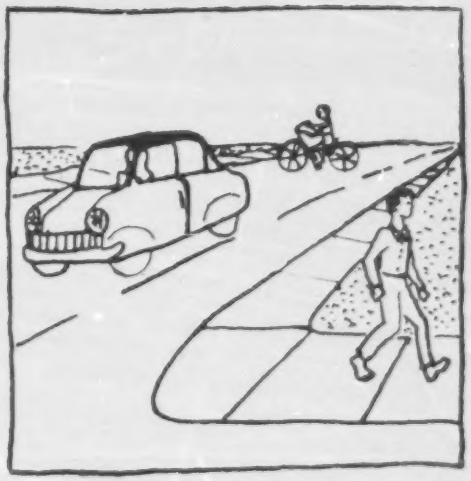
Name _____

Date _____

Lesson 6

ASSESSMENT ITEM

1

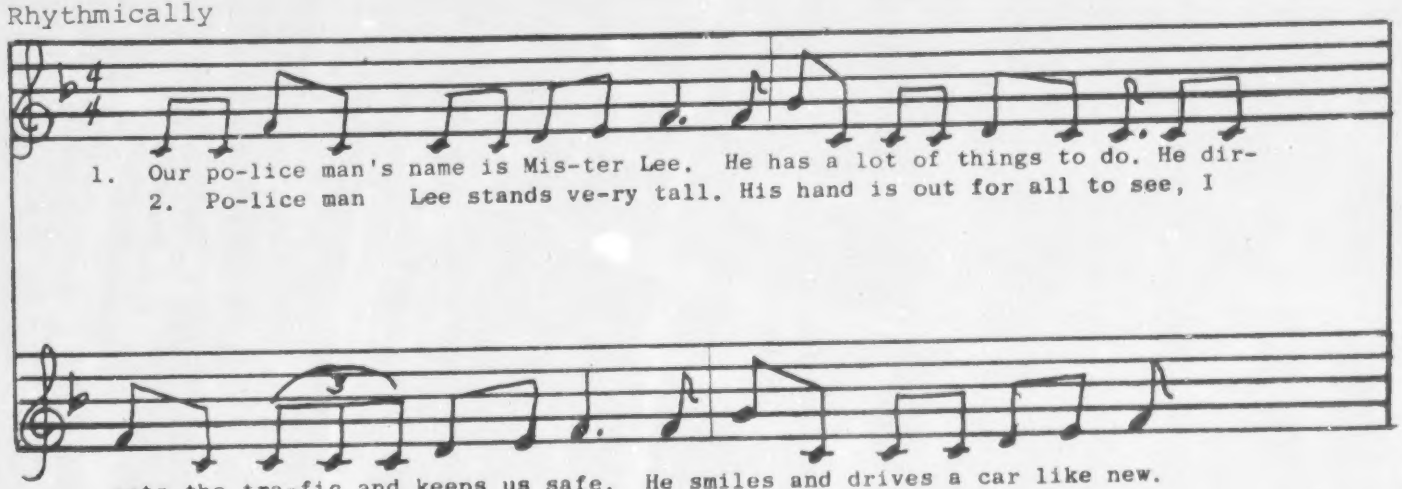


2

3

POLICEMAN LEE

Rhythmically


1. Our po-lice man's name is Mis-ter Lee. He has a lot of things to do. He dir-
2. Po-lice man Lee stands ve-ry tall. His hand is out for all to see, I
ects the tra-fic and keeps us safe. He smiles and drives a car like new.
wish when I held my hand up high, all cars would screech and stop for me.

In tempo, use the following rhythm between the verses:

clap, stomp, clap, stomp, clap, clap (rest)
stomp, clap, stomp, clap, stomp, clap, clap

Learners could create their own body motions for the song.

WE NEED RESPONSIBLE WORKERS

LESSON SEVEN

CONCEPTS

People depend on workers to do their jobs.

When workers do not do their jobs as well as they should, many people are affected.

PERFORMANCE OBJECTIVE

Given a situation in which a worker does not fulfill his responsibilities, the learner will explain two consequences of this situation.

LESSON TIME

55 minutes

PREREQUISITE KNOWLEDGE

The meaning of success

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Story *Wilted Vegetables*	Chart paper or cards
	Film *"I am Dependable"* 11 min. color.
Assessment item	

Instructor Preparation Tasks

Print the words in the introduction on a chart or on cards.

Read the story *Wilted Vegetables*, which is included with the lesson.

Duplicate a copy of the assessment item for each learner.

Instructional Procedures

INTRODUCTION

In our previous lesson, we talked about what happens to us or other people in our community when someone does not do his job for some reason. Sometimes there are reasons that are all right, but sometimes it is not all right, like the man who did not come to work and did not tell anybody. Today we are going to talk about what might happen to a person who does not do his job as well as he should. First, we will look at a list. These words will appear in a story you will hear today.

Go over the list of words verbally.

Approached	Pleasant	Hungry
Friends	Unhappy	Enthusiastic
Laughing	Angry	Successful
Playing	Greeting	Yelled
Welcome	Happy	Worried

Some of these words express a feeling. Which ones are they?

Possible responses:

1. Laugning
2. Unhappy
3. Angry
4. Happy
5. Hungry
6. Enthusiastic
7. Worried

The word meanings will become clear in either the story or the class discussions.

TASKS

Listen for each of the words in our list as I tell you the story of *Wilted Vegetables*. We will talk about the words which express a feeling after we hear the story.

Tell the story "Wilted Vegetables."

Ask individual learners to identify one listed word they heard in the story. Discuss with the group how each of these words affect relationships at school: yelled, worry, success, succeeds, laughing, unhappy, angry, happy, hungry, enthusiastic.

How do you think Max felt when the grocer yelled and told him to get out of his store? How would you have felt? Name some words that describe how you would feel.

Response:

1. Unhappy
2. Want to hide
3. Run away
4. Unsuccessful

Discuss the story.

What could have happened to his family if Max had not had the courage to go ahead and try to sell his produce?

Possible response:

They would have had no money to buy food for the winter.

How would the family feel?

Possible responses: Disappointed, scared, hungry

What was Max's success?

Possible response:

He sold his vegetables, but he was not as successful as he might have been had he gone to market when he should have.

What do you think Max learned from the experience he had of selling his vegetables?

Possible response:

He learned to be more responsible in the future.

Discuss with learners other situations in which a person does not do his job for some reason (no judgment).

Example:

In a factory, the group of workers in each department is paid a bonus, which is a gift of extra money for the week, if they meet or do better than the goal they have set for themselves to complete. In one department of this factory, the seven workers decided to work very hard to earn a bonus for the week. One worker did not show up. An inexperienced worker took over. Work was slow. The workers did not meet their goal. Fellow workers did not get their bonus.

Example:

A fireman did not show up for work on time. He came 20 minutes late. The men were called to an early morning house fire. They were shorthanded because one fireman was not there on time, so they took longer getting ready to go to the fire. They also took longer to get the hoses to the house which was on fire. The fire did much damage that could have been prevented if just one more man had been to work on time.

In the situations we just talked about, what things happened which may have caused the factory workers to miss their bonus and the fire to cause more damage than it should?

Possible responses:

1. Worker not showing up on time
2. Worker not reporting for work
3. An inexperienced substitute taking over

SUMMARY

Today we have found new words to tell us how we feel, and we learned that sometimes it takes courage to try new ways to find success. We also learned that if a worker does not fulfill his responsibilities, he and perhaps others may not succeed in doing something they would like to do. Next time we will talk about the needs we have as human beings and how we depend on others at home, in school, and in the community to meet those needs.

SUPPLEMENTAL ACTIVITIES

Learner Directed

Interview others to see what they do that makes them feel successful. Ask if they have done anything new that led to success.

Draw a picture of something you did that made you feel successful, such as

1. baking a cake.
2. tending a baby.
3. playing with others.

ASSESSMENT PROCEDURES

DESCRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

This pictorial multiple-choice item is used to assess achievement of the objective. Point to each picture in turn and say e.g., "Number 1 shows a woman looking for a newspaper." Continue the explanation using the 3 phrases below.

1. A woman looking for a newspaper
2. A man picking up a paper
3. A newspaper office person pointing for Johnny to leave

DIRECTIONS

Johnny has a paper route. He delivers papers early in the morning to the people in his neighborhood. One morning he was too tired to get up to do his job. Circle the number above the two pictures which show what might happen because Johnny did not do his job.

KEY

1, 3

Name _____

Date _____

Lesson 7

ASSESSMENT ITEM

1

2

3

WILTED VEGETABLES

Max Conway tied his horse, Lucky, to the tree near the bubbling stream. He approached his two friends, who were laughing and running through the stream playing tag.

The trees and bubbling stream offered a welcome refreshment for Max this hot day on his way to the market place just ahead.

Max's friends spotted him and shouted together, "Hi, Max! Come on down to play."

"Hi, guys," Max replied.

Before decending the bank of the stream, Max checked over the covered vegetable wagon pulled behind Lucky. He recalled his task for today. Mother had said, "Max, you are our good salesman in the family. A successful salesman must get to the market early. Then the vegetables can be sold before the other farmers wheel their vegetables into the market. When the vegetables are fresh, you will get a better price for them. Remember, Max, if you do not sell the vegetables to somebody, your family will be hungry this winter."

"I will cool myself for just a short while," Max thought, "then I will go on to the market place and still be earlier than the other farmers."

Max removed his shoes to cool his feet when his friend Joe ran up beside him, tagged him, and shouted, "You're it."

Max was a fast runner. He could not reach Joe, but he tagged Billy just as Billy tried to ascend the bank of the stream. He was happy playing with his friends.

The game of tag lasted a long time. The boys finally threw themselves down on the grass laughing. Joe broke the spell with "What do you have to sell in your cart today, Max?"

"Oh," said Max worriedly, "the sun is high in the sky. I must hurry to the market place to sell our vegetables before the other farmers get there."

Max quickly untied Lucky from the tree, climbed on the seat in front of the cart, and waved goodbye to his two friends.

As Max pulled into the market place, he noticed many of the farmers packing their things and pulling out.

"Where is everyone going?" Max asked one of the farmers who was leaving.

"Our vegetables have been sold," said the farmer. "The people came early to the market place while the vegetables were fresh."

Mas looked up and down the street. Most of the

buyers were gone for the day. Max thought, "There must be someone who will buy my vegetables."

A big sign read: "Vegetables -- We specialize in fresh vegetables."

Max thought maybe the man in the store would buy his vegetables. Didn't his mother say he was a good salesman?

Stepping inside the store, he approached the man in charge and showed him his cartload of vegetables.

"Those wilted vegetables?" yelled the man angrily. "Get out of my store!"

Max was not feeling good about himself. If he did not sell his vegetables, his family would go hungry in the winter. This thought made him very unhappy. Max passed slowly down the street shouting, "Vegetables for sale."

"Let me see your vegetables, young man," came the voice of a pleasant man. Max pulled the cover off the vegetables slowly.

"My name is Fred Martinez. I own the animal feed store," the man said. "If you cannot sell your vegetables to the vegetable store, I will buy them for half the price to feed to the animals."

Max hung his head, "I have already been to the vegetable store and the man said to get out of his store because my vegetables are wilted."

"Bring your cart over to my store," said Mr Martinez.

As Max began to unpack the vegetables, he noticed that under the top layer of wilted vegetables, the vegetables looked better. They actually looked crisp and fresh.

"I will take all of your wilted vegetables on the top layer," said Mr. Martinez. "Then go back to the vegetable store to sell your fresh, crisp vegetables to the storekeeper there.

Max happily led Lucky back to the vegetable store with his fresh vegetables.

The storekeeper took some vegetables from the cart. "Yes, good!" he said as he felt the fresh, crisp vegetables. "Give me what you have. If I can sell them, I will pay you well. Come back in two or three days."

When Max returned to the storekeeper, his heart beat fast. Had the storekeeper sold his vegetables?

The hearty reception he received as soon as he set foot in the door startled him. "Come in, boy. Come right in!" the storekeeper hailed him. "You are a very successful farmer."

After such a greeting, Max was not afraid to ask, "Have you sold my vegetables?"

"Yes," said the storekeeper, "can you bring me more?"

"Yes," said Max enthusiastically. "Now my family will not be hungry in the winter. Thank you, thank you!"

WE ALL HAVE NEEDS

LESSON EIGHT

CONCEPTS

All humans have needs that must be met to remain healthy and happy.

We depend on other human beings to satisfy some of our needs.

PERFORMANCE OBJECTIVE

Given examples of individuals experiencing a need, the learner will state two possible ways an individual might satisfy that need.

LESSON TIME

55 minutes

NEW VOCABULARY

Needs - things necessary in order for us to live

PREREQUISITE KNOWLEDGE

Dependency on others

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Maslow's Human Needs Chart (included with lesson)	Bulletin board with title *Our Needs*
Assessment item	Chart and rack
	Butcher paper or large construction paper for each learner's "needs" illustrations

Instructor Preparation Tasks

Have information available for the lesson.

Go over *Maslow's "Needs"* to interpret them in children's language.

Prepare the following:

1. Sign-up sheets for small groups and "needs" sheet behind it
2. Bulletin board with the title *Our Needs*

Acquire butcher paper or large construction paper for each learner's illustrations.

Duplicate a copy of the assessment item for each learner.

Instructional Procedures

INTRODUCTION

In the last few lessons, we have talked about how we depend on others to do things for us and the consequences if they are not done. The reason we depend upon others is that we have certain needs. Others help meet our needs for us. Today, we will develop a chart identifying the needs we have in our lives. We will talk about these needs and discuss some examples. We will work in small groups to decide ways these needs may be met.

TASKS

Have a chart available to record "needs" as they are decided upon jointly by the instructor and class. The

instructor may refer to "Maslow's Human Needs" chart for information, but it is not desirable to use this technical language with the children.

What are some things that are necessary in order for us to live?

Possible response: We need food, water, and air.

That's right. Our *needs* are things that are necessary in order for us to live.

Each of us has other needs besides food, water, and air. We need some things to be happy. We need to feel safe. Can you think of other needs you and I have?

Possible responses:

1. We need to be supported.
2. We need to be accepted.
3. We need to be loved.
4. We need to do something well.
5. We need to like ourselves and others.
6. We need to be complimented when we do something well.
7. We need to do things that we enjoy.

Write these on the chart for independent reference later in the lesson.

Remember, we often times depend on others to meet our needs.

Let's discuss our need for food. Name some ways this need can be met.

If they say parents provide for this need, ask how the parents get food. Write responses on chalkboard.

Possible responses:

1. We can work to earn money to buy food.
2. We could grow our own.
3. We could trade something else we have for food that others grow.

Emphasize dependency.

Whom do we depend upon to meet this need?

Possible responses:

1. Parents or adults
2. Farmers
3. Grocers

Now let's talk about our need to feel safe. Name some ways this need can be met.

Write responses on chalkboard.

Possible responses:

1. A home to live in
2. Some rules and laws to live by
3. An adult to help take care of us

Whom do we depend upon to meet this need?

Possible responses:

1. Parents or adults
2. People in construction
3. Our government

When complete, the "needs" chart may look something like this:

OUR NEEDS

Body Needs	Self-Respect Needs
Food	Feeling good about ourselves
Water	Having others feel good about us
Air	Being recognized
Clothing	Being organized
Shelter	

Safety Needs	Love Needs
Freedom from fear	A feeling of being needed
An adult to take care of us	A feeling of being loved
Acceptance	A feeling of belonging
A home to live in	A feeling of importance
Rules to live by	

Other Needs

Doing something creative
Finding meaning in life
Appreciating beauty

*(Stop here if lesson is too long for your group. Skip to the summary.)

Below are other examples of needs which may be used in the small group activity to follow. Use words the learners understand. The instructor should copy the appropriate number of "needs" from the list below. These should be tacked up under the sign-up sheets.

1. Being accepted)
2. Being supported)----Security or safety needs
3. Being free from harm)

4. Water)
5. Clothes)----Physiological needs
6. Warmth - shelter)

7. A feeling of personal warmth)----Belonging or
8. A feeling of being important) love needs
in a family)

9. Feeling good about ourselves)
10. Recognition)
11. Having others feel good)
about us)----Esteem or
12. Doing something without being) self-respect
told) needs
13. Knowing how to survive in)
spite of environment hazards)
(mastering the environment))
14. Being organized)

15. Appreciating beauty)----Self-actualizing
16. Doing something creative) needs
17. Finding meaning in life)

You will be working in small groups on a "need" hidden behind the sign-up sheet. You and the members of your group will read the "need" and decide two or three ways this need may be met. You will choose someone to write these ways on a paper to share with the class after you are finished. Draw a picture illustrating your need and the ways you can think of to meet this need. Write down the people you depend on to meet these needs.

Divide into small groups, no more than five to a group. Have several sign-up sheets with five name spaces. Have all learners sign up for a small group. Decide upon a signal

for listening, for assembling into small groups, and regrouping into a large group.

Group learners in a designated spot in the room where they are to select a spokesman.

Give listening signal and instruct the learners to look at the name of the need they will be working on. They are to decide, as a group, several different ways to meet that need and the people they depend on to meet that need. Refer to the "food" need on the chalkboard. At the end of 15 minutes, the spokesman will have the assignment written down and illustrated to report to the large group. The spokesman is responsible for encouraging all members to participate. With the various parts of the assignment, there is enough to involve all of the learners in the group. At the end of 15 minutes, give the signal again and reassemble in a large group.

Each group spokesman will report the group decision for alternatives or ways of meeting a specific need. One or two of the other group members may share the illustration. Allow time for audience discussion of other possible ways to meet a need. Compliment each group on the parts of their presentation which warrant a compliment.

Prepare learners to clear materials away and listen for a summary.

Following the summary, assemble the needs illustration on a bulletin board called "Our Needs."

SUMMARY

Today we have developed and talked about some human needs. We have learned about different ways to meet these needs and how we often depend on someone else to meet the need for us. We worked in small groups to help each other decide on ways to meet these needs. We illustrated the ways we can meet these needs and shared the results with the rest of the class. Our bulletin board will remind us of what we learned today.

In our next lesson, we will talk about the needs we have at school and which school workers help us to meet these needs.

SUPPLEMENTAL ACTIVITIES

Learner Directed

Given a magazine, cut out pictures describing your school needs. Make your own scrapbook, adding captions or a story.

Write a story about school needs. Draw and color your own pictures.

ASSESSMENT PROCEDURES

DESCRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

Two pictorial multiple-choice items are used to assess achievement of the objective. Point to each picture in turn and say e.g., "Picture number 1 shows an adult sewing a dress." Continue the explanation using the 6 phrases below.

1. An adult sewing a dress
2. An adult reading a story
3. A child crying

The pictures in the second item are:

4. A family hugging
5. A boy sweeping
6. A boy cooking

DIRECTIONS

Item One: Tonya needs a new dress. Circle the number above the picture that shows a way Tonya might satisfy her need.

KEY

1

DIRECTIONS

Item Two: Derek is hungry. Circle the number above the picture that shows a way Derek can satisfy his need for food.

KEY

6

Name _____

Date _____

Lesson 8

ASSESSMENT ITEM

1

2

3

4

5

6

MASLOW'S HUMAN NEEDS[1]

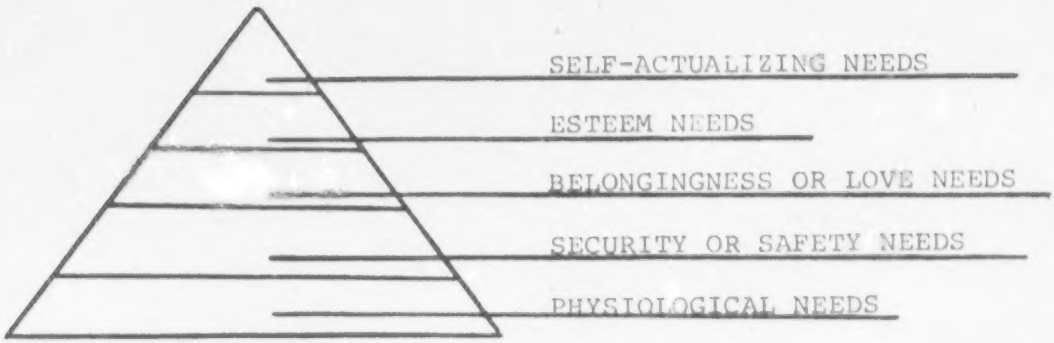


Figure 4

The following list shows the general levels suggested by Dr. Maslow[1] and a brief description of the needs which emerge at each level.

A. Body Needs (Physiological)

1. Physical needs (air, water, food)
2. Environmental needs (clothes, warmth)
3. Normal maturation

B. Security or Safety Needs

1. Freedom from fear
2. Support
3. Acceptance
4. Consistency
5. Congruency

C. Belongingness or Love Needs

1. Sense of personal worth
2. Need for acceptance
3. Need for role identification

---

[1]Abraham G. Maslow, Toward A Psychology of Being New Jersey: D. Van Nostrand Company, 1962, p. 23-25, 67.

D. Self-Respect Needs

1. Need for personal recognition
2. Need for self-discipline
3. Need to master the environment

E. Self-Actualizing Needs

1. Need for aesthetic beauty
2. Need for creative fulfillment
3. Need to find meaning in life

SCHOOL WORKERS MEET OUR NEEDS

LESSON NINE

CONCEPT

We have school needs that must be met by school workers.

PERFORMANCE OBJECTIVE

Given three separate school needs, the learner will identify the school worker who helps to meet each need.

LESSON TIME

55 minutes

NEW VOCABULARY

Taxpayer - A citizen who pays taxes. Some of the taxes are used to support the schools.

PREREQUISITE KNOWLEDGE

The meaning of the word "need"

How to follow directions

How to use scissors

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Pattern for paper dolls	Chart and rack
Assessment item	Rulers
	11 1/2" x 15" paper for paper doll cutouts
	11 1/2" x 15" construction paper for background
	Scissors

Instructor Preparation Tasks

Retain the chart of needs used in the previous lesson (Lesson 8).

Acquire the following:

1. Chart paper for a listing of school needs.
2. Scissors and 11 1/2" x 15" paper for cut-outs (butcher paper is adequate).
3. Rulers for each learner.

Prepare patterns for paper doll cutouts (an example is included).

Enlist the help of older learners or volunteer mothers during this hour.

Organize the materials for paper doll cutouts.

Duplicate a copy of the assessment item for each learner.

Read *Demonstration Strategy* included in the appendix.

Instructional Procedures

INTRODUCTION

Last time we discussed the "needs" we have as human beings and how we depend on others to help us meet these needs. Let's go over some of these needs on the chart we used

with our last lesson. They are food, clothing, love, air, water, etc. Today we will talk about the needs of a school and put these needs on a chart. We will also name the school workers we depend upon to help meet each need. We will make some cutouts showing three school workers.

The word I will write on the board is *taxpayer*, who is a person who pays taxes. Some of these taxes are used to support the schools. The cutouts you will make will show how our school helpers work hand in hand to meet our school needs.

TASKS

Name some things we all need at school in order to learn and to be happy and healthy.

As the children respond, write suggestions on a chart.

Possible responses:

1. A place to learn
2. Rules for safety
3. Care when we get sick
4. To be taught
5. To keep our buildings clean
6. To have supplies
7. To be accepted
8. To be complimented
9. To eat
10. To feel good about ourselves

Which of these needs are being met at our school?

Possible response: All of them

Who takes care of each of these needs?

Possible responses:

1. A place to learn	1. Taxpayer, instructor, principal

2.	Rules for safety	2.	Principal, instructor, nurse, learners
3.	Care when we get sick	3.	Nurse, instructor, parents or adults at home, principal
4.	To be taught	4.	Instructor, principal, and all other school workers
5.	To keep our building clean	5.	Custodian, learners, instructors, and other school workers
6.	To have supplies	6.	Principal, instructor, taxpayer
7.	To be accepted	7.	Learners, instructors, and other school workers
8.	To be complimented	8.	Instructors, learners, principal
9.	To eat	9.	Cafeteria workers, adults at home
10.	To feel good about myself	10.	Learners, instructors

Remember, each of you is a school worker. What responsibility do you have towards meeting these school needs?

Possible responses:

I come to school every day, clean up after myself, and play safely. I am not wasteful. I wash before lunch and after using the restroom. I do the best work I can.

With the help of the learners, include all school workers on the chart opposite a need, as in the example above.

Before we begin cutting out pictures of the three school people who meet our needs, each of you will identify the three people you feel help you the most. Not all of you will choose the same three people. Look at our chart to see if all of the school workers are listed. Can you think of any who need to be added to our list?

Possible responses:

1. Custodian

2. Cafeteria worker
3. Grounds people
4. Nurse
5. Teacher aide
6. Librarian

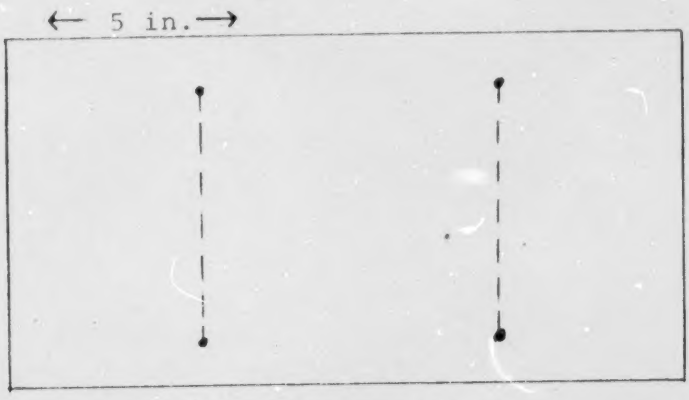
*(Stop here if lesson is too long. Skip to Summary.)

Give each learner a ruler, one large paper for paper doll cutting, one large paper for background, and a paper doll pattern. If the following paper folding process appears to be too difficult for your particular learners, you may arrange to have the papers prefolded. Refer to Demonstration Strategy included in the appendix.

Each of you will take your ruler and point to the number five. The number five means five inches. Beside the number five is a line longer than the lines beside it. This is the point from which we will measure.

Demonstrate on the chalkboard.

Take a dark crayon and mark your ruler below the line beside the number five.



Now, each of you will follow directions carefully to fold a large paper in three parts. Lay your paper so the long part is going across.

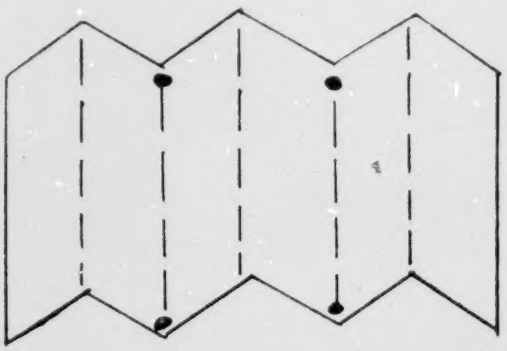
Demonstrate this process.

Each section will measure five inches. Put the end of the ruler at the very edge of the paper and put a mark on your paper where the crayon mark is located on your ruler. Do this two times, both at the top of the paper and at the bottom of the paper. Fold the paper two times so that when it is opened, three parts are showing.

This is the first step. Next, we will fold the paper like an accordian. Fold the edge of the paper over to the first fold.

Demonstrate this process.

Then turn the paper over to fold in the other direction. Continue until the paper has been folded to the very end.



Place the straight edge of the paper doll pattern on the fold of the paper. Do not cut until I see if it is placed correctly.

Check placement for every learner.

Now, trace around and then cut around the pattern. The pattern looks like a lady, but after the paper dolls are cut out I will show you how to cut the skirt and hair away to make it look like a man if you choose a man as your school helper.

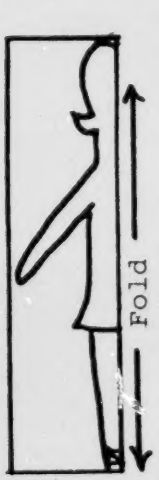
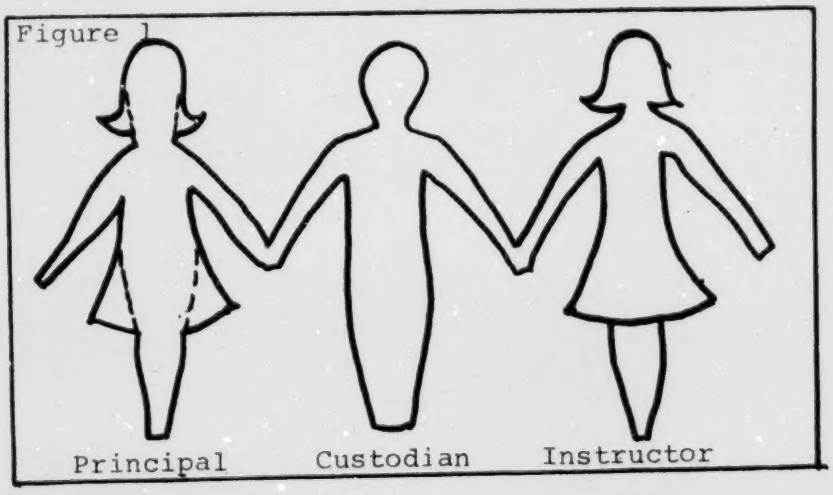


Figure 1



Show learners how to cut away skirt and hair as in Figure 1 to resemble a male figure.

Paste figures on background paper and identify the school workers you decided upon. (See Figure 1 for the example.)

Share your finished pictures with the rest of the class, and tell what needs these workers help to fulfill.

SUMMARY

Today we have discussed our school needs. We put them on a chart. The needs we decided upon were . . . .

Go over the chart for review.

We learned to follow directions and to use the ruler. We named three school workers who help us the most. We made paper dolls of these workers.

Next time, we will talk about one task we can feel good about doing. The reason we will feel good is because we will do it well by planning, preparing and practicing.

SUPPLEMENTAL ACTIVITIES

A school worker guest speaker may come to share how he meets specific school needs.

Learner Directed:

Draw a picture ot three school workers who may meet a specific school need.

ASSESSMENT PROCEDURES

DESCRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

This pictorial multiple-choice item is used to assess achievement of the objective. Point to each picture in turn and say e.g., "Picture number 1 shows a teacher." Continue the explanation using the nine phrases below.

To learn

1. Teacher
2. Secretary
3. Nurse

To feel safe

4. Cafeteria worker
5. School nurse
6. Custodian

To eat

7. Teacher
8. Curtodian
9. Cafeteria worker

DIRECTIONS

Each of these pictures shows school workers who meet our school needs. The three needs are to learn, to feel safe, and to eat. Circle the number above one of the pictures in row one that shows the worker who helps you most to learn. In row two, circle the number above the picture of the school worker who helps you the most to feel safe. In row three, circle the number above the picture of the school worker who helps you the most to eat.

KEY

1, 5, 9

Name _____

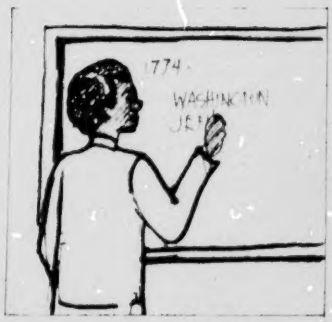
Date _____

Lesson 9

ASSESSMENT ITEM

TO LEARN

1



2

3

TO FEEL SAFE

4

5

6

TO EAT

7

8

9

Pattern for Paper Dolls

FEELING SUCCESSFUL

LESSON TEN

CONCEPT

Workers can feel success if they plan, prepare, and practice.

PERFORMANCE OBJECTIVE

Given a task assignment and examples of various activities, the learner will identify one activity which would prepare the individual for success in the task assignment.

LESSON TIME

50 minutes

NEW VOCABULARY

Prepare - get ready

Success - doing well

RESOURCES REQUIRED

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Math worksheet	none
Math key	
Assessment item	

Instructor Preparation Tasks

Duplicate the following items:

1. A copy of the math worksheet for each learner.
2. A copy of the assessment item for each learner.

Be sure math is on a level so that all learners can be successful.

Instructional Procedures

INTRODUCTION

In the last lesson we talked about our school needs and the school workers who help us meet those needs. Some of those needs had to do with feeling good about ourselves when it comes to learning. When we do something well, we feel good.

I will write two words and their meanings on the chalkboard that we will need to know today. One is *success*. To have success, we do something well. Remember, when we do something well, we feel good about ourselves. We feel successful.

Another word we need to know is *prepare*. When we prepare, we get ready. Before we can feel successful in completing a task, we must get ready by preparing ourselves.

Today we will demonstrate the importance of preparing ourselves for a task before we do it so we will feel successful in the task. We will do ten math problems. Most of you should get all of them correct because we will prepare ourselves well before we start. Every worker must prepare himself before he can feel good about himself and the job he has to do.

TASKS

Discuss with learners the importance of preparing and doing their very best in school.

Example:

Everyone has to invest part of himself in his work to feel good about himself. You prepare to work,

you make mistakes, you correct those mistakes, and you learn each day so you can grow. I do the same thing every day. I prepare, I make some mistakes, I learn from my mistakes, and I grow. Every other worker does, too.

What are some ways you prepared for coming to school today?

Possible responses:

1. I got dressed.
2. I ate breakfast.
3. I brushed my teeth.
4. I left home early enough to arrive at school on time.

Name some ways you can prepare yourselves to be successful in math today.

Possible responses:

1. Plan what you will do
2. Do some chalkboard problems
3. Play math games
4. Practice
5. Ask questions

Discuss the proper procedure for working math problems. Present problems on the board that will be representative of the problems appearing on the math sheet, so that each learner will understand the assignment.

Allow time for eight to ten learners at one time to practice on the chalkboard, with the instructor dictating three or four representative problems. Learners at desks also work the same problems on paper. Each learner should be given board practice.

Now, give all the learners a worksheet with ten math problems to do independently. Instruct them to work quickly but accurately. All errors must be corrected before the paper will be accepted as complete.

Check the problems with the learners for errors as they are working. Collect an accurate paper from each learner.

How many of you feel you could do this math tomorrow?

Possible response: All hands raised

How did you feel about math work today?

Possible response:

1. I felt successful.
2. I felt good.
3. I felt happy.
4. I felt confident.

If your occupation required you to know math, how could you prepare for this?

Possible response:

1. Plan what you need to learn.
2. Learn about math in school. Practice again and again.

Every worker plans, prepares, and practices for the tasks he will perform in his occupation. For example, a doctor prepares for his work by:

1. Planning what he wants to do
2. Going to school to study for many years
3. Reading lots of books
4. Watching other doctors
5. Practicing

SUMMARY

It makes us feel good about ourselves when we do the best we can. Today we found some ways we can prepare ourselves so that we will be successful. We also talked about how planning, preparation, and practice helps us and others to do a good job with our tasks and occupations.

Next time, we will make some yarn pictures to show how successful you can be if you come prepared with the materials you will need. Please bring some bright colored yarn from home. You will need it and some glue for our next lesson. Bring them tomorrow if you can.

SUPPLEMENTAL ACTIVITIES

Expand the script entitled "A Day in the Life of a Successful Learner" to a mock up television or video tape presentation.

Learner Directed

Tape record a script entitled *"A Day in the Life of a Successful Learner."* The tape should include the ways you prepared and planned your lessons to reach success.

Identify tasks at home you feel successful with and tell why you feel successful.

Assessment Procedures

DESCRIPTION/DIRECTIONS

Pass out a copy of the assessment item to each learner.

This pictorial multiple-choice item is used to assess achievement of the objective. Point to each picture in turn and say e.g., "Picture number 1 shows a child practicing with a math paper." Continue the explanation using the 3 phrases below.

1. A child with a math paper
2. Two boys playing ball
3. A boy with a puzzle

DIRECTIONS

You have shown that you can succeed in math. Circle the number above the picture that shows what you did to prepare for this success.

KEY

1

Name_____

Date_____

Lesson 10

ASSESSMENT ITEM

1

2

3

Name_____

Date_____

Lesson 10

MATH WORKSHEET

1. $\begin{array}{r} 3 \\ +\ 5 \\ \hline \end{array}$

2. $\begin{array}{r} 4 \\ +\ 5 \\ \hline \end{array}$

3. $\begin{array}{r} 1 \\ +\ 6 \\ \hline \end{array}$

4. $\begin{array}{r} 8 \\ +\ 1 \\ \hline \end{array}$

5. $\begin{array}{r} 2 \\ +\ 2 \\ \hline \end{array}$

6. $\begin{array}{r} 64 \\ +24 \\ \hline \end{array}$

7. $\begin{array}{r} 12 \\ +23 \\ \hline \end{array}$

8. $\begin{array}{r} 60 \\ +20 \\ \hline \end{array}$

9. $\begin{array}{r} 751 \\ +232 \\ \hline \end{array}$

10. $\begin{array}{r} 6723 \\ +2164 \\ \hline \end{array}$

112

MATH WORKSHEET KEY

1. $\begin{array}{r} 3 \\ +\ 5 \\ \hline 8 \end{array}$

2. $\begin{array}{r} 4 \\ +\ 5 \\ \hline 9 \end{array}$

3. $\begin{array}{r} 1 \\ +\ 6 \\ \hline 7 \end{array}$

4. $\begin{array}{r} 8 \\ +\ 1 \\ \hline 9 \end{array}$

5. $\begin{array}{r} 2 \\ +\ 2 \\ \hline 4 \end{array}$

6. $\begin{array}{r} 64 \\ +24 \\ \hline 88 \end{array}$

7. $\begin{array}{r} 12 \\ +23 \\ \hline 35 \end{array}$

8. $\begin{array}{r} 60 \\ +20 \\ \hline 80 \end{array}$

9. $\begin{array}{r} 751 \\ +232 \\ \hline 983 \end{array}$

10. $\begin{array}{r} 6723 \\ +2164 \\ \hline 8887 \end{array}$

ARE YOU PREPARED?

LESSON ELEVEN

CONCEPT

A worker can feel successful if he plans ahead in order to be prepared.

PERFORMANCE OBJECTIVE

Given a situation in which an individual is not prepared, the learner will predict success or lack of success in light of the preparation for the task.

LESSON TIME

55 minutes

NEW VOCABULARY

Substitute - take the place of

Predict - make a guess ahead of time

PREREQUISITE KNOWLEDGE

Remembering to bring supplies from home

Ability to listen to instructions

Ability to solve problems

Resources Required

FOUND WITHIN LESSON	ACQUIRED BY INSTRUCTOR
Steps for Yarn Pictures	Yarn (children bring from home
Yarn Ideas	White glue (children bring from home; instructor also provides)
Assessment item	Scissors for every child
	White and colored construction paper (9" x 12")
	String (for children who forget yarn)
	Completed yarn pictures for examples

Instructor Preparation Tasks

Learners equipped with a supply of colored yarn and white glue for the lesson today.

Have art materials and media prepared.

Read *Steps for Yarn Pictures* (included). This may be duplicated for each learner or put on a chart.

Prepare the following:

1. Two examples of yarn pictures.
2. Enlarged butterfly and clown patterns to be traced by learners if desired. (An example called *Yarn Ideas* is included with the lesson.)

Duplicate a copy of the assessment item for each learner.

Read *Demonstration Strategy* included in the appendix.

Instructional Procedures

INTRODUCTION

For the last two lessons, we have talked about the

importance of being prepared for occupations or tasks. If we are prepared, we feel good about ourselves, and others feel good about us, too.

Review the example, a doctor must have a lot of schooling and training to prepare for his job.

What would happen if a doctor did not prepare himself?

Possible responses:

1. The patients might become very sick or die.
2. The doctor would probably not like himself.

Today our task will be an art project with yarn. Every person will take part in this activity. How many of you remembered to bring your yarn and glue?

Some will have forgotten, which is to be expected, and which is important to the concepts taught in this lesson. No child will be belittled because of this oversight.

If you brought your yarn and glue, you are partly prepared. Those of you who forgot are not prepared at all. Before we start on our project today, all of you will prepare yourselves, even if you must use a substitute. I will write this word substitute and its meaning on the chalkboard. We will be using this word in our lesson today.

Substitute - something to take the place of

TASKS

It is important that we prepare ourselves for our school tasks.

List the following preparations questions on the chalkboard.

1. Do we know how to do our task?
2. Do we have enough and the right kind of material?
3. Can we all feel some success?

Before we can start our task today, we must be able to answer all three questions with a "yes."

Go through question one with the children. Show an example of a completed picture and explain step by step how each learner is to do his own yarn picture. Refer

to "Steps for Yarn Pictures" (included with lesson). This will insure question one being answered with a "yes." Also refer to Demonstration Strategy included in the appendix.

Question two may have some "no" answers. This will prompt some discussion.

What could everyone have done to be better prepared to answer question two with a "yes?"

Possible responses:

1. We could have made a list to take home.
2. We could have brought supplies a day ahead of time.

What can we do now? Is there a substitute for yarn? If you went camping and forgot the can opener, would you just not eat or would you find a substitute?

Have a big spool of school string in sight.

With the string as a substitute and sharing some bottles of white glue, we can answer "yes" to each of the other two questions. The string pictures will not be as colorful as the other ones, but maybe you can think of ways to make them colorful.

Now we are ready to begin our art project. We will use the steps listed in *Steps for Yarn Pictures.*

Review step by step as listed on "Steps for Yarn Pictures" which is included with lesson. Learners who are most adept and have time can fill in the entire picture working from the center out.

When completed, learners will clean up their area and put their supplies away.

Have the learners share their finished pictures with their classmates.

SUMMARY

Today we learned that preparation and planning are important in any occupation or task. It helps us feel good. It helps us to be successful in whatever we do. We learned that when we are not prepared, we do not feel as successful as we do when we prepare. We made a yarn picture, and some of us used string as a substitute for yarn.

How did we plan and prepare our task of making a yarn picture today?

Possible responses:

1. The instructor told us to bring colored yarn and white glue ahead of time.
2. Some of us brought yarn and glue to use today.
3. We talked about how to do our yarn pictures. (planned)
4. We listened and learned.
5. We gathered all of our supplies. (prepared)
6. We followed directions.

During the lessons of this unit, we have learned many things. We have learned that we are all workers. We have talked about some workers we depend upon.

Who are some of the workers you depend upon?

Write on the chalkboard.

Possible responses:

1. Parents or adults
2. Police workers
3. Service station workers
4. Instructors
5. Custodians
6. Brothers and sisters

In what ways do these same workers depend upon you?

Possible responses:

1. They expect me to do my share of work.
2. They expect me to obey rules and laws.
3. They expect me to be a friend.
4. They expect me to buy products.

We have talked about what can happen when others depend on workers to fulfill their responsibilities, and the workers don't do what they are supposed to do. Can you recall some of these instances?

Possible responses:

1. A fireman did not show up for work on time, so a fire damaged a house more than it would have if the fireman had been there to help.

2. Max's family depended on him to sell the vegetables, but he stopped to play. He was just lucky that he was able to sell them after that.
3. The only veterinarian in the community moved away suddenly to take another job. There was no one to take his place. The animals of the community were in danger.

In the last two lessons, we learned some ways to be successful in our work.

What are some things you can do to be successful in a task.

Desired responses: Plan, prepare, and practice

These are the same three things any worker must do to be successful.

SUPPLEMENTAL ACTIVITIES

Learner Directed

Write and illustrate a news article predicting what would happen if no one prepared for a day's work.

Dramatize a family picnic scene where no preparations had taken place.

Assessment Procedures

DESCRIPTION

A pictorial multiple-choice item is used to assess achievement of the objective. The pictures are:

1. A male child sitting with nothing to do.
2. The entire class working on a project.
3. A child showing his mother his finished product.

DIRECTIONS

Bobby's class is making Santa Claus faces for Christmas. Bobby forgot to bring the things he needed from home. Circle the number above the picture that shows what might happen because Bobby forgot.

KEY

1

Name _____

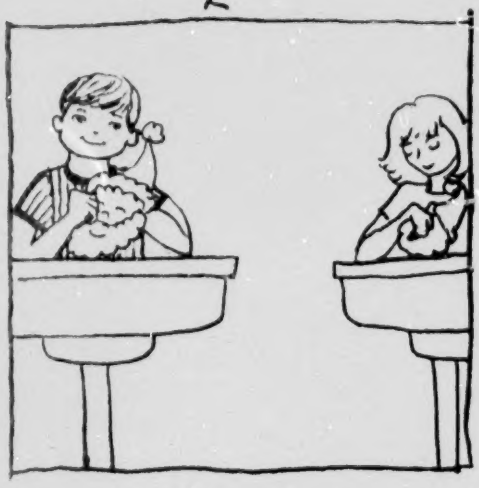
Date _____

Lesson 11

ASSESSMENT ITEM

1

2

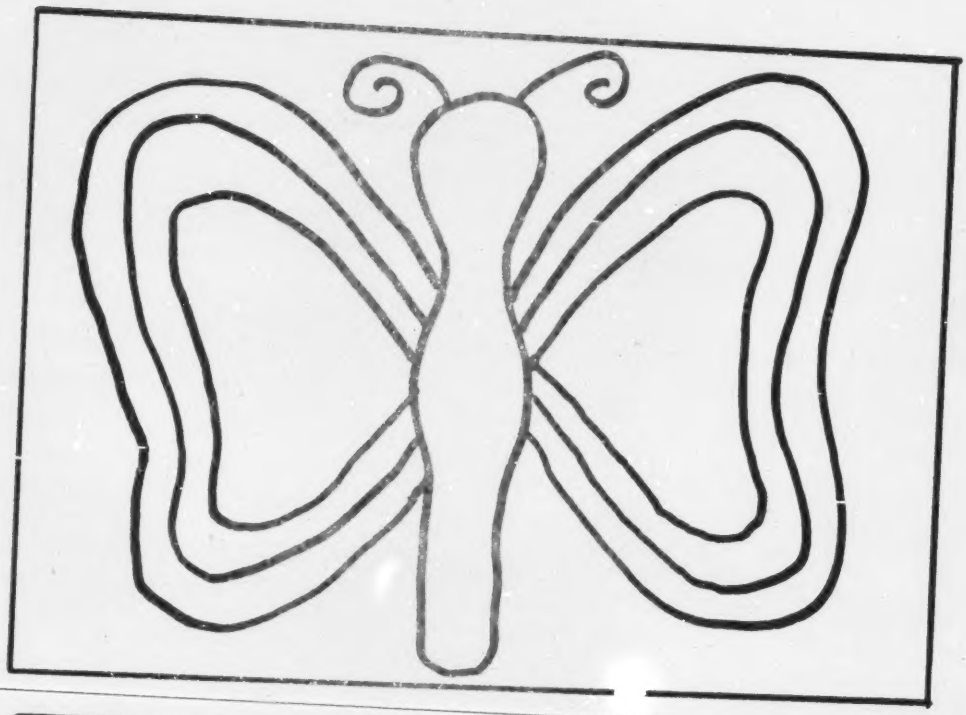


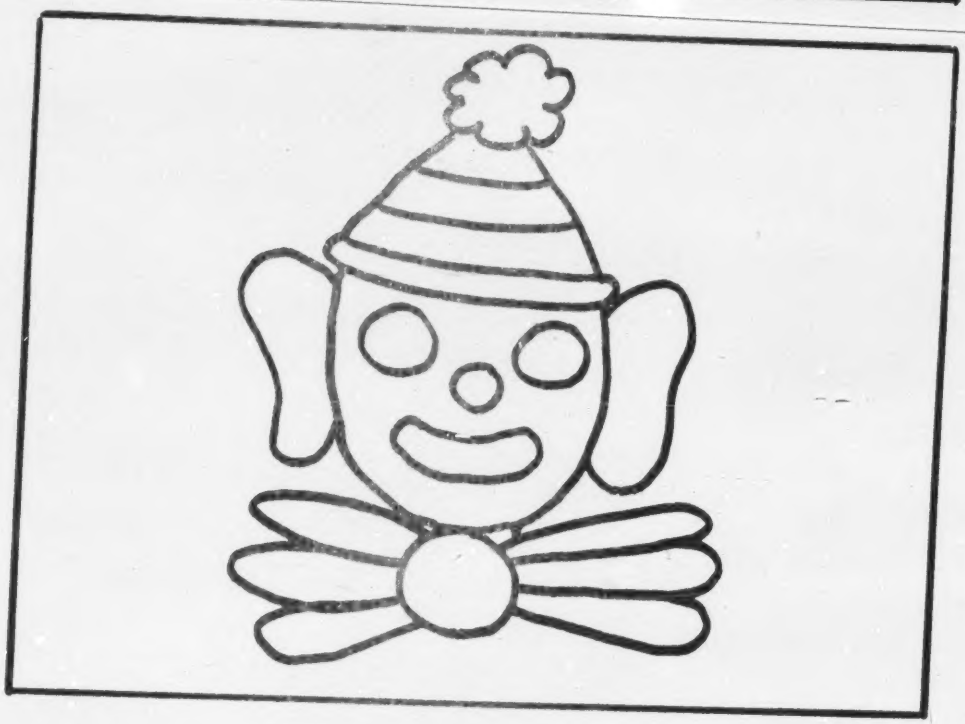
3

STEPS FOR YARN PICTURES

1. Prepare all materials.
   a. One paper for the yarn picture
   b. One paper for the background
   c. Colored yarn or string
   d. White glue
   e. Pencil
   f. Scissors
   g. A pattern to trace, if available
2. Trace or draw the outside edges of the picture
3. Trade some of your colored yarn for that of other learners so you have three or four different colors to use.
4. Plan where your colors will go.
5. Run the glue along the line for just a short distance.
6. Lay the yarn down on the glue.
7. Make sure all of the lines of the picture are completely covered with glue and yarn.
8. While the glue dries a bit, close up the glue bottle and wind up the yarn.
9. Cut out the picture.
10. Allow the glue to dry before attaching the background paper.
11. Staple or glue the yarn picture to the background paper.
12. Now it is ready to be put up where others can see it in the classroom or at home.

YARN IDEAS





APPENDIX A

INSTRUCTIONAL STRATEGY GUIDES

DEMONSTRATION STRATEGY

A demonstration is "a method or a process of presenting or establishing facts."[1] A demonstration is "the procedure of doing something in the presence of others either as a means of showing them how to do it themselves, or in order to illustrate a principle, for example, showing a group of students how to set the tilting table on a circular saw or how to prepare a certain food product, or performing an experiment in front of the class to show the expansion of metals under heat."[2]

A. Use of Demonstrations

1. To illustrate an important principle
2. To provide instruction in how to perform a particular task
3. To indicate safe operating procedures
4. To augment lecture and/or discussion sessions
5. To provide for breaks in instructional routines

B. Instructor Preparation

1. Determine the objectives of the demonstration. Make sure that a legitimate instructional need is served by the demonstration.

[1]Carter V. Good (ed.), Dictionary of Education (New York: McGraw Hill Co., 1959), p. 161.
[2]Ibid.

2. Prepare learners for the demonstration
   a. Introduce and use any new terminology before presenting a class demonstration.
   b. Provide motivational activities which lead into the demonstration.
   c. Announce the demonstration a class period early and assign any reading necessary to acquaint each learner with new materials and/or processes.
   d. Announce any safety precautions for which the learner should prepare in advance, *Example:* students must furnish protective goggles.
3. Secure or develop the necessary apparatus, materials, audio visual materials, and specimens needed for the demonstration.
4. If necessary, obtain parental consent to perform the demonstration.
5. If necessary, solicit outside help to successfully perform the demonstration. Incorporate student help when possible.
6. Provide the necessary accommodations for handicapped learners to participate in the activity.
7. Provide the necessary accommodations for visitors

to the classroom.

8. If necessary, inform your principal or other administrator.

9. Plan any follow-up activities necessary to reinforce the information delivered in the demonstration.

10. Practice the demonstration.

    a. Familiarize yourself with all steps in the demonstration.

    b. Set a tentative time limit for the demonstration and, when necessary, for the individual parts of the demonstration.

    c. Prepare an outline to follow when presenting the information to the learners.

11. Prepare a good introduction and conclusion for the demonstration. A carefully prepared introduction will ensure a good beginning and set the tone for an organized demonstration. The conclusion should contain summary statements and any information necessary for smooth transition to follow-up activities.

C. The Demonstration

1. Inform learners whether or not they are to take notes.

2. Make sure everyone can see and hear.
3. Involve as many students as possible.
4. Talk to the learners and watch for obvious feedback signs.
5. Use audio visual material whenever possible. Simple, easily prepared visuals can provide structure and organization for the presentation.
6. Move at a steady pace; watch the time; use the prepared outline to complete the demonstration.

The time an instructor spends preparing a demonstration is rewarded with learner enthusiasm. Well planned demonstrations are always fun, but do not forget that the instructor's proficiency is the center of attention.[3] Therefore, if a demonstration is to be used as a learning experience, prior planning is a necessity.

---

[3]W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 102.

DISCUSSION STRATEGY

Techniques of discussion are often designed as learning procedures. Some discussion sessions are "characterized by adherence to a topic, question, or problem about which the participants sincerely wish to arrive at a decision or conclusion."[4] During such sessions group discussion is usually controlled by its leadership. Other discussion sessions provide for "group discussion that moves freely and adjusts to the expressed interests and participation of the members."[5] This type does not call for any specific discussion procedure or fixed outcome. Activities described as discussion sessions may range from very rigid sessions to periods that appear more therapeutic than instructional.[6] Therefore, the fundamental consideration before choosing discussion as a teaching technique should be the objective(s) of the lesson.

Discussion strategies are not difficult to comprehend, but the inexperienced instructor may find that discussion as a teaching technique is one of the most difficult to implement.

A. Use of Discussion Techniques[7]

---

[4]Carter V. Good (ed.), Dictionary of Education, (New York: McGraw Hill, 1959), p. 178.
[5]Ibid.
[6]W. James Popham and Eva L. Baker, Systematic Instruction, (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 97.
[7]J. Jeffrey Auer and Henry Lee Eubank, Handbook for Discussion Leaders, (New York: Harper and Row, 1947), pp. 8-9.

1. To exchange information
2. To form attitudes
3. To make decisions
4. To release tensions

B. Discussion Strategies

1. Before beginning a discussion, make sure that the learners have sufficient background information. This can be provided through previous lessons or preparatory information in the same lesson.
2. Prepare a list of questions to be asked, along with typical learner responses. (See Classroom Question Classification Chart.)
   a. Even in its simplest form a list of prepared questions helps prevent moments of confusion which destroy the effects of a good discussion.
   b. If a variation of an instructor-directed discussion is chosen, questions should be prepared and written for use by small groups or groups demonstrating opposing viewpoints.
3. Advise learners to exchange ideas with other learners as well as with the instructor.
4. Tell learners that participation in a discussion carries a commitment to listen to and respect

other's opinions.

a. Respect of another opinion means accepting that opinion as a valid belief of another person.

b. Laughter and scoffing at an opinion different from one's own tends to change a discussion session into an argument.

5. No one should be forced to participate, but everyone should have the opportunity to speak if he desires.

6. The instructor and/or discussion leader should compliment desirable behavior displayed during the discussion.

7. Make the discussion as informal as possible.

8. Arrange chairs in a comfortable manner, preferably in a circle.

9. If the discussion is to be in small groups, inform the participants to keep a reasonable noise level.

10. The instructor and/or discussion leader should direct the session with enthusiasm.

11. Do not make a discussion session too lengthy. Terminate it when all opinions have been heard.

12. If a discussion is to have a leader other than the instructor, that leader should be chosen and

prepared in advance.

13. A summary statement should be provided to conclude an organized discussion. This task can be performed by the instructor or the discussion leader.

C. Discussion Leader Responsibilities

1. Ask questions which will elicit reactions, opinions, or conclusions.
2. Do not answer too many of your own questions.
3. Vary the approach to asking questions. *Example:* Ask questions to the group: ask for a volunteer: ask questions of a particular individual.
4. Inject differing points of view.
5. Elicit explanations from proponents of differing points of view.
6. Encourage group interplay by calling for reaction to statements made by participants.
7. Monitor the discussion to steer away from monopolizers.
8. If necessary, clarify what is said.
9. Occasionally summarize what has been said before considering other aspects of the problem. Provide enough new or transitory material to enable the discussion to continue.

10. It might be necessary to play the role of "devil's advocate" to stimulate discussion.

11. The discussion leader and/or instructor should value and accept all contributions made by the learners and should be a model of expected behavior.

D. Variation of Group Discussion

1. Panel Discussion

a. A panel usually has three to six learners, including a chairman. Interplay between the panel members consists of agreement, support, disagreement, elaboration of points, and presentation of differing viewpoints.

b. More intense planning is necessary to successfully conduct a panel discussion because few learners have the expertise to discuss a topic in front of the rest of the class.

c. The chairman performs the responsibilities as listed in Section C.

d. After the panel has explored the topic under consideration, the chairman can open the discussion to the class. Learners can ask questions or make comments to specific panel members, or a total panel response to a

question could be requested by the chairman.

2. Symposium[8]

   a. A symposium consists of several persons (guests, learners, etc.) who hold differing points of view regarding the topic under consideration.

   b. Each participant is given a chance to briefly state his point of view; a moderator, preferably a student, then opens the meeting to the group.

   c. The symposium is particularly useful as a vehicle for committee reports.

   d. When the symposium is used as a classroom tool, those speaking should be encouraged to provide charts, diagrams, or other audio visual material to enhance their presentations.

3. Interview Technique

   a. The interview technique is a method used in a conference between an interviewer(s) and a respondent. Direct questioning is used to draw information from the respondent.[9] The

---

[8]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction-Materials and Methods, (New York: McGraw-Hill Book Co., 1959), p. 311.

[9]Good, op. cit., p. 298.

person from whom information is sought can be a learner or classroom visitor. The interviewer can be a learner, the instructor, or a small group including both learners and instructor.

b. Most of the important questions for which responses are sought should be decided upon by a general group discussion prior to the interview. It is also advisable to decide who will ask each question, especially if there are several interviewers.

c. After completing the formal interview, the session should be opened for class participation. The class can participate by questioning the respondent or by making further comments about certain points covered in the interview.

d. A useful variation of the interview session is one where two respondents are interviewed simultaneously. This enables interaction between the respondents and often a question answered by one can be further developed by the other.

e. It is a good practice to have either the

respondent or an observer provide closing remarks. This responsibility should be assigned prior to the interview.

f. It is often necessary to conduct an interview outside the classroom and report back to the class. The tape recorder is a very effective tool in such cases. The instructor should review the strategies of conducting an interview with those responsible for the outside interview. It might be advisable to provide the learner with an interview form designed specifically for a particular interview.

4. Brainstorming

a. Brainstorming is a variation of group discussion often used as a first step in solving a problem or accomplishing a group objective. Brainstorming has been described as a discussion technique "giving the mind the green light."[10]

b. A brainstorming session consists of accepting ideas, phrases, words, etc. from group participants, writing them on the chalkboard, and evaluating each one before deciding on

---

[10]Brown, Lewis, and Harcleroad, op. cit., p. 313.

the most promising course of action.

c. The session should be conducted on a positive basis. No suggestion should be rejected because of impracticality.

5. Discussion-Debate[11]

a. Debate sessions can be best used as follow-up activities to small group discussions in which proposals with differing points of view have been identified.

b. During a debate session, two or more speakers deliberately present opposing views to the same issue.

c. No effort is made to reach a decision or to recognize common parts of differing views.

d. The instructor should tell the class that differing views help identify important issues and/or alternative approaches to a problem.

e. Some facsimile of formal debate procedures should be maintained. Each proponent should be given presentation time and time for rebuttal. Approximately equal time should be given each participant.

---

[11]Good, op. cit., p. 312.

f. Ideally, the debate session should end with a summation of the issue; however, if a solution or approach must be decided upon, the issue should be informed that such a vote will be taken at the conclusion of the debate session.

g. After the debate, the class should be given a chance to participate by asking questions or providing additional input on relevant issues.

NOTE: This discussion-debate variation is not a formal debate.

Variations and/or combinations of these discussion methods are unlimited. The instructor should choose and prepare the discussion session that will provide the best vehicle for reaching the objectives of a lesson.

QUESTIONING STRATEGY

Classroom questions are a typical activity. Questions can be very effective tools when used by an instructor who has planned his questioning strategy. Whether the questioning is done orally or is written, the following considerations could prove helpful.

A. Use of Questions

1. To stimulate student thinking
2. To elicit answers which can be used to check the utility of the instructional process
3. To attract attention to an important segment of a lesson

B. Questioning Strategies

1. The style and form of prepared questions should be determined by the course objective for which the question is written. If course objectives are written in behavioral terms (performance objectives), support questions are much more easily written.
2. The purpose of a question should be determined prior to its being asked.
3. Generally, an instructor should avoid questions that can be answered yes or no.

a. Bloom[12] classifies educational objectives, but questions can also be classified into six different categories ranging from knowledge of specifics to evaluation of theoretical concepts. It is generally considered better to initiate questions that require a judgment, the use of logic, or powers of reasoning. (See Classroom Question Classification Chart.)

b. Use hypothetical situations and conditional questions such as What would happen if . . . ? and How could . . . ?

4. It is generally considered best to ask a question and then ask someone to respond rather than choosing someone to respond prior to asking a question.

5. Do not repeat questions. If a question and answer period is planned for a purpose, then all learners should be required to support the session with their undivided attention. Repeating a question will not require the learners to listen.

6. Do not repeat learners answers.

---

[12]Benjamin S. Bloom (ed.), Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, (New York: David McKay Co., Inc., 1956), p. 18.

a. Encourage the learner to speak loudly and clearly.

b. The instructor may wish to repeat an answer and add or delete essential information in order to stimulate discussion, thought, and/or further learner questions.

7. Incorrect answers should always be treated as incorrect answers, but tact should be used in all such situations. Consider the source of incorrect responses before refuting them. Individual differences require that each response be handled as a unique situation. Some individuals require "soft" treatment; others need a firm response.

8. Answers can be grammatically corrected even though the answer is empirically correct. A spontaneous judgment should be made before correcting the grammatical structure of a learner's response. In some cases, it might be more damaging to the learner to be grammatically corrected than it would be for the group to be exposed to grammatical mistakes.

An instructor can stimulate almost any thought pattern desired by making effective use of questions. Some instructors may be able to spontaneously initiate questions of

quality, but most instructors need to spend time preparing questions and typical responses. Exploring this topic should produce many sources of typical questions and strategies for using them.

GUEST SPEAKER STRATEGY

Community residents are valuable instructional resources, and are usually happy to help the schools. When information for the learners could be better or more interestingly delivered by a resource person, the following items should be considered.[13]

A. Contact the Resource Person

1. If possible, a person known to be able to make a good presentation.
2. Contact should be made far enough in advance of the presentation to enable the instructor to plan relevant classroom activities. Early contact also gives the guest time to prepare his presentation.
3. Explain the developmental and psychological level of the learners to the resource person. He can use this as well as other information (age, grade level, size of class, etc.) as guidelines for preparation of his presentation.
4. Give the speaker a brief summary of the learner's knowledge about the presentation subject.

---

[13]James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction-Materials and Methods, (New York: McGraw-Hill Book Co., Inc., 1959), pp. 374-376.

5. Set a time limit for the presentation after discussing it with the speaker.
6. Give the resource person any software (worksheets, etc.) that will be used in conjunction with the presentation. Supply an outline and/or list of questions which describe specifically what the presentation should cover.
7. Describe the media available to the speaker.
8. A description of the classroom sequence prior to and after the presentation might be helpful to the speaker.
9. If appropriate, ask the guest speaker to wear his work clothes or uniform.

B. Instructor Preparation

1. Have enough background information on the speaker to develop a good introduction.
2. Make arrangements to meet the visitor when he arrives at the school.
3. Inform the principal of speaker schedule and content of presentation. This information should be provided verbally as well as in written form.
4. Arrange for follow-up activities, including writing thank-you letters to the speaker.
5. Some learners should be chosen to take notes on the presentation. Others should be reminded of

listening skills.

6. Make sure all audio visual material requested by the speaker(s) is available.
7. Provide arrangements for visitors and late arrivals.

C. The Presentation Period

1. After warm-up remarks from the instructor, a previously chosen learner should be asked to introduce the guest.
2. Maintain discipline and decorum.

The community contains a limitless number of opportunities for learning. Among the community resources available are people. Learners seem to respect the opinions of those members of the community that take time from their jobs to speek to them. Therefore, wise use of resource people can enhance almost any classroom instructional unit. A written evaluation of the experience should be prepared and made available for review before another presentation is scheduled.

ROLE-PLAYING STRATEGY

Role playing is a teaching technique which uses "the act of assuming, either in imagination or overtly, the part or function of another or others."[14] If role playing is the best method of satisfying the objective(s) of a lesson, then the following steps might prove helpful.[15]

A. Use of Role Playing

1. To develop individual confidence
2. To develop group responsibility
3. To practice decision making
4. To show casual behavioral relationships
5. To improve self-concepts
6. To relieve tensions

B. Identifying the Problem - Role playing usually focuses on a problem.

1. The role-playing situation will be readily accepted by the learners if the group identifies the problem to be studied.
2. All facets of the problem should be listed and the problem narrowed or reduced, preferably by the group, before actual role playing begins.

---

[14]Carter V. G od (ed.), Dictionary of Education, (New York: McGraw-Hill Co., 1959), p. 471.

[15]Fannie R. Shaftel, Role-Playing for Social Values: Decision Making in the Social Studies, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1967), pp. 65-66.

3. After selecting and reducing the problem, the instructor and/or learners need to develop the problem story. The problem story should define the situation and characters in a life-like setting.

C. Warming-up Period - If the learner group participated in the planning of all stages up to this point, then the warming-up period is simply a review before role playing.

1. Acquaint the learners with the problem, the situation, the characters, and the setting. This can be done by reading or telling the problem story.

D. Choosing the Participants

1. Ideally participation should be voluntary.
2. If selection of participants is necessary, handle the situation with tact. The following suggestions should be used only if appropriate with a particular group.
   a. Allow names to be suggested.
   b. Let those chosen have a part in selecting others.

E. Setting the Stage

1. Help participants become involved by stating

the time of day, talking about facial expressions of the characters, feelings involved, etc. Varying amounts of time should be spent with individual actors depending upon their age and maturity.

2. Prepare the observers by discussing the major concepts of the problem and the main parts to be played. The observers should be asked to determine if they think the actors are behaving in a manner true to life. They should also be asked to come up with an idea for a solution to the problem. Help the learners understand why laughing spoils role playing. It is important to emphasize that the way an actor portrays a role has no reflection upon him as a person - he is evaluated for his ability to portray the situation as true to life.

F. Role Playing

1. Time will vary according to the magnitude of the problem.
2. The purpose is to show the problem, not the solution; therefore, stop the action as soon as the problem is viewed.
3. Ask the players to remain on stage to help preserve the scene for the observers.

G. Evaluating the Action

1. Determine if the situation seemed real. If not, determine why not. Ask questions such as: (1) Could this happen in real life? (2) What would you have done in _____ place? (3) What would happen if _____?
2. Discuss possible solutions to the problem and decide which solution is best for most people.
3. If time permits and if it would be beneficial, do further role playing on the topic. Use the same actors, different actors, or the same actors in different roles. The same situation could be replayed, or it could be a continuation of that situation. Perhaps an enactment of what preceded the original situation could be developed.

H. Follow-up Activities - Activities which enhance discussion of the problem and/or solutions to the problem are always desirable. Activities chosen should involve everyone and should be compatible with the age and interests of the group. The following activities are suggestions:

1. Art project
2. Large or small discussion groups
3. Interviews

4. Use of audio visual materials
5. Field trips
6. Oral or written reports
7. Role playing of same or similar subject at a later date

Role playing is no panacea, but it does offer teachers a technique adaptable to many classroom situations. Role playing should not be considered an effortless technique, since successful role playing requires a great deal of thought and preparation. Learners and instructors can find role playing a rewarding experience if they prepare and participate.

SPECIAL RECIPES FOR THE CLASSROOM

Many times an instructor needs special mixtures which can be produced in the classroom. Brown[16] offers the following recipes which might prove helpful.

Cement Mortar - Mix one part dry cement with two parts sand. Add enough water to make the mixture workable.

Casein Glue - Heat a full glass of skimmed milk in an enameled pan to 90° Fahrenheit. Remove from the stove and add two-thirds cup of vinegar. As the vinegar is stirred in, curds will appear. Strain the mixture through cheesecloth to remove the curds. Wash the curds in cold water and allow them to dry. Then add water to the dried curds (twice as much water as there are curds) and blend thoroughly. Dissolve two tablespoons of sodium bicarbonate in a large glass of warm water and add to the casein solution. Stir thoroughly. The mixture will soom become casein glue.

Flour Paste - Mix a little water with one cup of flour. Add more water slowly until the mixture is smooth and creamy.

Plaster of Paris - Pour the amount of water needed (about half the finished mixture desired) in an enameled container. Slowly sift plaster of paris into the water. Do not

---

[16]This material has been adapted from James W. Brown, Richard B. Lewis, and Fred F. Harcleroad, A-V Instruction-Materials and Methods (New York: McGraw-Hill Book Co., Inc., 1959), pp. 280-281.

stir. Continue until enough plaster of paris has been added so that it stays on the top of the liquid without being absorbed. Stir and press out the lumps by hand. Use immediately.

Flour and Salt Mixture - Use two cups of flour and enough water to obtain a creamy consistency. Add one cup of salt. Hardens when dry.

Paper Mache - This can be made in several different ways: (1) Soak torn paper bits in thin paste; mix well; (2) Boil paper bits; mix to a smooth mass; squeeze out water; add paste, glue, and plaster of paris; (3) Tear toilet paper into shreds; boil and beat until smooth. Squeeze out water and add paste; (4) Dip one inch wide strips into paste and lay over torn or wadded paper center to produce desired form.

Spray Paint - Mix one pint of white calcimine in water to obtain a thick, creamy consistency. Add one-third pint of alcohol or white shellac. Shake thoroughly. Add more water if the mixture seems too thick. White poster paint may be substituted for this mixture.

Puppet Mix - Ingredients: one-half cup of table salt; one-fourth cup of cornstarch; one-fourth cup of water. Mix ingredients together thoroughly. Cook over a low fire, stirring continually. The material quickly stiffens into a lump. When it is sufficiently cooked, knead it briefly. It is then ready for use. For color, add to the original mix, dissolved

water colors, melted crayons, or ink. It may be painted when dry. Wrap in waxed paper and store in a refrigerator for future use.

Sawdust Modeling Mixture - Mix together two cups of sawdust, one cup of plaster of paris, one-half cup of dry wallpaper paste flour, and two cups of water. Mold before mixture hardens.

APPENDIX B

BIBLIOGRAPHY

Aver, J. Jeffrey and Eubank, Henry Lee. Handbook for Discussion Leaders. New York: Harper and Row Publishers, 1947.

Bloom, Benjamin S. (ed.). Taxonomy of Educational Objectives, Handbook I: Cognative Domain. New York: David McKay Company, Incorporated, 1956.

Brown, James W., Richard B. Lewis, and Fred F. Harcleroad. A-V Instruction - Materials and Methods. New York: McGraw-Hill Book Company, 1959.

Good, Carter V. (ed.). Dictionary of Education. New York: McGraw-Hill Company, 1959.

Maslow, Abraham H. Toward a Psychology of Being. New Jersey: D. Van Nastrand Company, 1962.

Popham, James W. and Eva L. Baker. Systematic Instruction. Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1970.

Shaftel, Fannie R. Role Playing for Social Values. Englewood Cliffs, New Jersey: Prentice-Hall Incorporated, 1967.